DOCUMENT RESUME

ED 271 624 CE 044 738

AUTHOR Posluszny, Mark; Ralston, Jo'lene, Ed.
TITLE Vocational Special Education. Teacher Training Module #8. Correctional/Special Education Training Project.
INSTITUTION Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE 86
GRANT G008303696
NOTE 343p.; For related documents, see CE 044 730-737.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS Adolescents; Adult Education; Competency Based Education; *Correctional Education; *Curriculum Development; *Disabilities; Educational Needs; Evaluation Criteria; Postsecondary Education; Prisoners; Program Implementation; *Special Education; *Teacher Education; *Vocational Education; Young Adults

ABSTRACT

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with developing special vocational education programs for incarcerated individuals. Addressed in the individual sections of the module are the following topics: the rationale for vocational special education within correctional facilities, the skill areas and knowledge necessary for offenders to obtain and maintain competitive employment, procedures for writing skills as complete behavioral objectives, identification of current and future training sites/situations for programs, procedures for obtaining instructional materials and recommended activities for inclusion in a vocational special education program, and formulation of specific plans to design a vocational special education program. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED271624

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

I. Trainer's Guide..... 3

II. Needs Assessment..... 5

III. Instructional Design Specifications..... 6

IV. Objectives..... 7

V. Evaluation Procedures and Criteria..... 8

VI. Learning Activities..... 10

VII. Content Outline..... 12

VIII. References..... 22

IX. Overhead Transparencies..... 23

X. Handouts..... 41

XI. Training Evaluation..... 192

c. In some cases the trainer may need to enlarge the transparencies when the training session will be conducted in a large room. Some transparencies will need to be separated where two have been placed on a page.

9. Prepare handouts
   a. Select and duplicate handouts.
   b. Additional handouts and materials for activities should be developed as needed.

DELIVERY OF MODULE TRAINING

The following is a list of recommendations for trainers relating to the delivery of module instruction.

1. Select a site conducive to training by considering the following:
   a. adequate size
   b. temperature control
   c. ventilation
   d. acoustics

2. Provide comfortable, moveable chairs and a hard writing surface for each participant.

3. Begin with a welcome and introduction of yourself. Include information on your background, training, and experience.

4. Explain the purpose of training.
   a. Provide a rationale (see Instructional Design Specifications section).
   b. Display and/or distribute a copy of the objectives the participants are expected to meet.
   c. Provide participants with a content outline listing the major and secondary level topics to be presented.

5. Explain the evaluation procedures to the participants.

6. It is recommended that the trainer provide a 10-minute break each hour. If the training session is to span the normal lunch period, provide at least 90 minutes. Access to refreshments during the training period is recommended.

7. Inform participants of the time-frame you intend to follow.

8. Periodically summarize the information you have presented.

9. Encourage participants to ask questions, ask for clarification, and/or ask for additional examples.

TRAINING EVALUATION

At the conclusion of the training session(s), ask the participants to complete the Training Evaluation Form.

INTRODUCTION

This module is one in a series of training packages that have been designed for working with the handicapped adolescent and young adult in correctional settings. This particular module focuses on the Vocational Special Education. The complete set of C/SET Training Modules includes information on the following topics:

Module 1:	Correctional Education/The Criminal Justice System
Module 2:	Characteristics of Exceptional Populations (Juvenile and Adult)
Module 3:	Overview of Special Education
Module 4:	Overview of PL 94-142 and IEPs
Module 5:	Assessment of Exceptional Individuals
Module 6:	Curriculum for Exceptional Individuals
Module 7:	Instructional Methods and Strategies
Module 8:	Vocational Special Education

MODULE COMPONENTS

This module has been designed as a self-contained training package. It contains all the information and materials necessary to conduct training. Additional information and materials can be included at the discretion of the trainer.

Instructional Design Specifications. This cover page includes the following information:

Module Title
Competency Statement
Rationale Statement
Prerequisites

Module Objectives

Evaluation Procedures and Criteria

Learning Activities and Alternatives

Content Outline

References

Handouts

Overhead Transparency Masters

Training Evaluation Form

RECOMMENDED PREPARATION PROCEDURES

1. Review Materials. The trainer should thoroughly review the entire package and become familiar with the content of each component.

2. Conduct Needs Assessment.
   a. Type in the name and address of the trainer on the Needs Assessment Form.
   b. Duplicate the form and distribute to participants well in advance of the established training date(s).
      Note: Each item on the Needs Assessment Form corresponds to a major unit or section of the Content Outline as designated by a number, decimal, and a zero (e.g., 1.0, 2.0, 3.0). As such, each needs assessment question represents a very broad content area.

      A trainer may design a more specific needs assessment instrument by formulating questions related to subsections of the Content Outline. This is recommended when there is a specific pre-determined focus for training or when there is a limited amount of time for training.

3. Review the completed Needs Assessment Forms.

4. Select the topics/content to be presented.

5. Formulate objectives for the training sessions. The major objectives are listed on the Module Objectives pages(s). In situations where the training is more highly focused, the trainer should formulate more specific objectives.

6. Determine evaluation instruments and procedures. Evaluation procedures and questions corresponding to the objectives are listed in the Evaluation Procedures and Criteria section. Additional evaluation questions should be developed in situations where additional or more specific objectives have been formulated.

7. Determine learning activities.
   a. Review the Content Outline section and select the content to be presented.
   b. Review the Learning Activities section and prepare learning activities that relate to the objectives.
      Note: It is recommended that the format of the training session include frequent participant activities in addition to a traditional lecture presentation. For maximum effectiveness the trainer should change the format of the session at least every 30 minutes. In most cases this will require the development of additional learning activities.

8. Prepare overhead transparencies.
   a. Select and make overhead transparencies that will be used in the training session.
   b. Additional transparencies should be developed by the trainer when specific information needs to be emphasized.

C/SET Module #8: VOCATIONAL SPECIAL EDUCATION

Purpose: This module has been designed to meet the needs of individuals with a broad range of skills and experiences. Therefore, not all training sections and components may be appropriate for you. To determine your training needs and to make our training more efficient and effective, please complete the following survey. Since we need this information to prepare for the actual training sessions, please return the survey as soon as possible to:

Instructions: Please rate each of the following items with one of the following indications:

1. High training priority ("must be covered")
2. Medium training priority ("I could use the information")
3. Low priority ("Not needed or applicable")

TOPIC		RATING		
		High	Med.	Low
1.	Overview of Vocational Special Education Within Correctional Institutions	1	2	3
2.	Rationale for Correctional Vocational Special Education	1	2	3
3.	Skills and Knowledge Necessary to Successfully Obtain and Maintain Competitive Employment	1	2	3
4.	Components of a Vocational Special Education Training Program	1	2	3

What other concerns, needs, or questions do you have regarding the topic covered in this module?

Other comments, concerns, recommendations.

PROGRAM: C/SET Training Module

MODULE: Vocational Special Education

COMPETENCY: Correctional Educators should be able to advocate for, design, and implement Vocational Special Education Programs for handicapped juvenile and adult offenders.

RATIONALE: In many correctional institutions, there is an over-representation of handicapped juvenile and adult offenders. It is estimated that up to 30% of inmate populations are handicapped. Although formal vocational education programs are offered in the vast majority of correctional facilities, these programs do not meet the needs of handicapped offenders. Handicapped offenders often are systematically excluded because they do not meet minimum entry criteria. Additionally, estimates indicate that vocational special education programs are provided at only 48 percent of juvenile corrections institutions and at only 20 percent of the adult institutions.

Given the legal mandates to serve handicapped juveniles, the requirements for successful functioning in today's society, and the goals and purposes of correctional education, it is important that special vocational education programs be developed as part of each correctional education program.

PREREQUISITES: It is recommended that participants have completed training in C/SET modules #1 through #7.

UPON COMPLETION OF THIS MODULE, PARTICIPANTS SHOULD BE ABLE TO:

1. DEFINE VOCATIONAL SPECIAL EDUCATION.

2. PROVIDE A RATIONALE FOR VOCATIONAL SPECIAL EDUCATION PROGRAMS WITHIN CORRECTIONAL FACILITIES.

3. LIST THE SKILL AREAS AND KNOWLEDGE NECESSARY FOR OFFENDERS TO OBTAIN AND MAINTAIN COMPETITIVE EMPLOYMENT.

4. WRITE SKILLS AS COMPLETE BEHAVIORAL OBJECTIVES.

5. IDENTIFY CURRENT AND FUTURE TRAINING SITES/SITUATIONS FOR THEIR PROGRAMS.

6. DESCRIBE PROCEDURES FOR OBTAINING INSTRUCTIONAL MATERIALS AND RECOMMENDED ACTIVITIES FOR INCLUSION IN A VOCATIONAL SPECIAL EDUCATION PROGRAM.

7. FORMULATE A SET OF SPECIFIC PLANS TO DESIGN A VOCATIONAL SPECIAL EDUCATION PROGRAM.

OBJECTIVE #1: DEFINITION OF VOCATIONAL SPECIAL EDUCATION

1. DEFINE VOCATIONAL SPECIAL EDUCATION.

T *F 2. VOCATIONAL SPECIAL EDUCATION DOES NOT INCLUDE ACADEMIC INSTRUCTION.

3. VOCATIONAL SPECIAL EDUCATION FOCUSES ON DEVELOPING:

   A. BASIC SKILLS
   B. SPECIFIC OCCUPATIONAL SKILLS
   C. GOOD WORK HABITS
   D. SURVIVAL SKILLS
   *E. ALL OF THE ABOVE

*T F 4. THE GOALS OF VOCATIONAL SPECIAL EDUCATION ARE CONSISTENT WITH THE GOALS OF CORRECTIONAL EDUCATION.

T *F 5. VOCATIONAL SPECIAL EDUCATION IS JUST FOR JUVENILES.

OBJECTIVE #2: RATIONAL FOR VOCATIONAL SPECIAL EDUCATION PROGRAMS IN CORRECTIONS

1. WRITE A SHORT (ONE PAGE) RATIONALE FOR INCLUDING VOCATIONAL SPECIAL EDUCATION AS A COMPONENT OF A CORRECTIONAL EDUCATION PROGRAM.

*T F 2. THERE ARE LEGAL MANDATES FOR VOCATIONAL SPECIAL EDUCATION PROGRAMS.

T *F 3. MOST HANDICAPPED OFFENDERS DO NOT PARTICIPATE IN REGULAR VOCATIONAL PROGRAMS BECAUSE THEY LACK MOTIVATION.

T *F 4. THE INCIDENCE OF HANDICAPPING CONDITIONS WITHIN CORRECTIONAL INSTITUTIONS IS ABOUT THE SAME AS THAT IN THE GENERAL POPULATION.

T *F 5. MOST HANDICAPPED OFFENDERS HAVE HAD PREVIOUS VOCATIONAL TRAINING.

*T F 6. MOST HANDICAPPED OFFENDERS DO NOT MEET CRITERIA FOR ENTRY INTO REGULAR VOCATIONAL PROGRAMS.

OBJECTIVE #3: NECESSARY SKILLS

T *F 1. IT IS NOT IMPORTANT FOR INDIVIDUALS TO POSSESS SELF-PLACEMENT SKILLS SINCE THERE ARE A WIDE VARIETY OF PLACEMENT SERVICES AVAILABLE.

*T F 2. HANDICAPPED STUDENTS ARE MORE OFTEN DEFICIENT IN PERSONAL/SOCIAL SKILLS THAN THEIR NONHANDICAPPED PEERS.

T *F 3. DAILY LIVING SKILLS ARE UNRELATED TO JOB SKILLS.

4. LIST SOME IMPORTANT JOB RETENTION SKILLS THAT AN INDIVIDUAL MUST POSSESS TO MAINTAIN A JOB.

T *F 5. MOST HANDICAPPED INDIVIDUALS HAVE LEARNED TO MAKE REALISTIC OCCUPATIONAL CHOICES THROUGH THEIR PAST EXPERIENCES.

OBJECTIVE #4: OBJECTIVES

1. WRITE THE FOLLOWING AS A COMPLETE BEHAVIORAL OBJECTIVE:

   A. PERFORM COMMON EXTERIOR HOME MAINTENANCE AND REPAIR.

   B. IDENTIFY REASONS FOR RESPECTING THE RIGHTS AND PROPERTY OF OTHERS.

   C. MEET THE DEMANDS FOR QUALITY WORK.

   D. ACCEPT SUPERVISION.

2. LIST THE COMPONENTS OF A BEHAVIORAL OBJECTIVE.

OBJECTIVE #5: TRAINING SITES AND SITUATIONS

1. LIST AT LEAST THREE TRAINING SITES THAT COULD BE USED IN A VOCATIONAL SPECIAL EDUCATION PROGRAM.

T *F 2. REGULAR VOCATIONAL CLASSES ARE NOT APPROPRIATE TRAINING SITES FOR STUDENTS IN A VOCATIONAL SPECIAL EDUCATION PROGRAM.

*T F 3. MANY PREVOCATIONAL SKILLS CAN BE DEVELOPED IN A TRADITIONAL CLASSROOM.

T *F 4. A SINGLE TRAINING SITE APART FROM ALL OTHER CLASSROOMS IS THE IDEAL PLACE TO DEVELOP SKILLS.

*T F 5. PRISON PRODUCTION AREAS CAN BE DEVELOPED AS TRAINING SITES FOR A VOCATIONAL SPECIAL EDUCATION PROGRAM.

OBJECTIVE #6: IDENTIFYING AND SELECTING INSTRUCTION MATERIALS

1. LIST SOME PERSONNEL OR AGENCIES IN YOUR STATE THAT COULD PROVIDE MATERIALS AND/OR ACTIVITIES FOR USE IN YOUR PROGRAM.

T *F 2. THE MATERIALS AND ACTIVITIES INCLUDED IN REGULAR VOCATIONAL EDUCATION PROGRAMS ARE INAPPROPRIATE FOR A VOCATIONAL SPECIAL EDUCATION PROGRAM.

*T F 3. CURRICULUM MATERIALS SHOULD INCLUDE PRE-ASSESSMENT MATERIALS.

T *F 4. MOST MATERIALS AND ACTIVITIES USED IN VOCATIONAL SPECIAL EDUCATION PROGRAMS MUST BE TEACHER-MADE.

OBJECTIVE #7: FUTURE PLANS

*T F 1. AN ESSENTIAL FIRST STEP IN DESIGNING A VOCATIONAL SPECIAL EDUCATION PROGRAM IS DELINEATING THE SKILLS THE PROGRAM WILL DEVELOP.

T *F 2. VOCATIONAL SPECIAL EDUCATION PROGRAMS ARE BEST DEVELOPED BY ONE OR TWO INDIVIDUALS RATHER THAN BY A LARGE GROUP.

T *F 3. REGULAR EDUCATORS SHOULD BE EXCLUDED FROM PLANNING OR IMPLEMENTING VOCATIONAL SPECIAL EDUCATION PROGRAMS BECAUSE THEIR TRAINING HAS BEEN IN DEVELOPING ACADEMIC SKILLS.

4. DEVELOP A SET OF PLANS YOU WILL FOLLOW TO DESIGN AND IMPLEMENT/ REVISE YOUR TRAINING PROGRAM.

LEARNING ACTIVITIES:

THE FOLLOWING ACTIVITIES MAY BE USED BY THEMSELVES OR IN CONJUNCTION WITH EACH OTHER AND/OR A STANDARD LECTURE. THE ACTIVITIES ARE NUMBERED TO CORRESPOND TO THE MAJOR SUBHEADINGS CONTAINED IN THE CONTENT OUTLINE SECTION.

1.0 OVERVIEW OF VOCATIONAL SPECIAL EDUCATION

1.1.6 ASK PARTICIPANTS TO RESEARCH THE FOLLOWING DEFINITIONS:

A. VOCATIONAL EDUCATION
B. CORRECTIONAL EDUCATION
C. ADAPTED VOCATIONAL EDUCATION

AFTER REVIEWING THESE DEFINITIONS, THE PARTICIPANTS SHOULD FORMULATE A DEFINITION OF CORRECTIONAL VOCATIONAL SPECIAL EDUCATION.

1.1.6 HAVE INDIVIDUAL PARTICIPANTS PROVIDE COMPONENT PORTIONS OF A DEFINITION OF VOCATIONAL SPECIAL EDUCATION. THE PRESENTOR WILL RECORD PARTICIPANT RESPONSES ON AN OVERHEAD TRANSPARENCY. DISCUSS SUCH COMPONENTS.

1.1.6 HAVE PARTICIPANTS BREAK INTO SMALL GROUPS TO FORMULATE DEFINITIONS OF VOCATIONAL SPECIAL EDUCATION. HAVE PARTICIPANTS WRITE THEIR DEFINITIONS ON AN OVERHEAD TRANSPARENCY. DISPLAY AND DISCUSS VARIOUS DEFINITIONS.

1.2.3 HAVE INDIVIDUAL PARTICIPANTS PROVIDE COMPONENT PORTIONS OF A PHILOSOPHY/MISSION STATEMENT. THE PRESENTOR WILL RECORD PARTICIPANT RESPONSES ON AN OVERHEAD TRANSPARENCY. DISCUSS EACH COMPONENT.

1.2.3 HAVE PARTICIPANTS BREAK INTO SMALL GROUPS TO FORMULATE A PHILOSOPHY/MISSION STATEMENT. HAVE PARTICIPANTS WRITE THEIR STATEMENTS ON AN OVERHEAD TRANSPARENCY. DISPLAY AND DISCUSS THE VARIOUS STATEMENTS.

1.2.3 HAVE PARTICIPANTS OBTAIN AND REVIEW THE PHILOSOPHY/MISSION STATEMENTS OF OTHER VOCATIONAL SPECIAL EDUCATION PROGRAMS., HAVE THE ADMINISTRATION AND STAFF OR A CORRECTIONAL EDUCATION PROGRAM FORMULATE A PHILOSOPHY/MISSION STATEMENT FOR THEIR PROGRAM.

2.0 RATIONALE FOR VOCATIONAL SPECIAL EDUCATION

2.1 ASK PARTICIPANTS TO PROVIDE EDUCATION CHARACTERISTICS OF JUVENILE AND ADULT OFFENDERS BASED UPON THEIR EXPERIENCE. THE PRESENTOR SHOULD RECORD THESE ON AN OVERHEAD TRANSPARENCY.

2.2 ASK PARTICIPANTS TO PROVIDE EXAMPLES OF THE EMPLOYMENT AND VOCATIONAL TRAINING HISTORIES OF THEIR STUDENTS. THE PRESENTOR SHOULD RECORD THESE ON AN OVERHEAD TRANSPARENCY.

2.3 ASK PARTICIPANTS TO PROVIDE EXAMPLES OF VOCATIONAL TRAINING OPTIONS FOR THOSE OFFENDERS WHO ARE HANDICAPPED.

2.7 ASK PARTICIPANTS TO WRITE A SHORT (ONE PAGE OR LESS) RATIONALE FOR DEVELOPING A VOCATIONAL SPECIAL EDUCATION PROGRAM WITHIN CORRECTIONAL FACILITIES. HAVE PARTICIPANTS READ THEIR RATIONALE TO THE GROUP.

2.7 HAVE PARTICIPANTS INTERVIEW JUVENILE AND ADULT OFFENDERS, SOCIAL WORKERS, PROBATION OFFICERS, AND VOCATIONAL EDUCATORS. DURING THESE INTERVIEWS THEY SHOULD GATHER INFORMATION ON THE FOLLOWING TOPICS:

A. EDUCATIONAL CHARACTERISTICS OF JUVENILE AND ADULT OFFENDERS.

B. VOCATIONAL TRAINING OPTIONS FOR HANDICAPPED OFFENDERS.

C. TYPES OF TRAINING PROGRAMS THAT WOULD MEET THE NEEDS OF HANDICAPPED OFFENDERS.

AFTER COMPLETING THESE INTERVIEWS, HAVE PARTICIPANTS PROVIDE A RATIONALE FOR THE DEVELOPMENT OF A VOCATIONAL SPECIAL EDUCATION PROGRAM WITHIN THEIR CORRECTIONAL FACILITY.

3.0 SKILLS AND KNOWLEDGE NECESSARY TO SUCCESSFULLY OBTAIN AND MAINTAIN COMPETITIVE EMPLOYMENT

IN A GROUP SETTING, ASK PARTICIPANTS TO DESCRIBE SKILLS IN EACH OF THE AREAS LISTED BELOW. RECORD RESPONSES ON OVERHEAD TRANSPARENCIES OR ON A LARGE SHEET OF PAPER.

3.1 OCCUPATIONAL AWARENESS.

3.2 OCCUPATIONAL DECISION-MAKING.

3.3 DAILY LIVING SKILLS.

3.4 PERSONAL/SOCIAL ADJUSTMENT SKILLS.

3.5 SELF-PLACEMENT SKILLS.

3.6 JOB-RETENTION SKILLS.

3.7 ACADEMIC SKILLS.

3.8 VOCATIONAL PREPARATION SKILLS.

3.2 HAVE PARTICIPANT INTERVIEW AN OCCUPATIONAL PLACEMENT COUNSELOR. DURING THE INTERVIEW THEY SHOULD FIND OUT WHAT OCCUPATIONAL DECISION-MAKING SKILLS AN INDIVIDUAL SHOULD POSSESS.

3.6 HAVE PARTICIPANTS INTERVIEW VARIOUS EMPLOYERS AND ASK THEM THE SKILLS A PERSON MUST POSSESS TO RETAIN HIS/HER JOB ONCE THEY HAVE BEEN HIRED.

4.0 COMPONENTS OF A VOCATIONAL SPECIAL EDUCATION TRAINING PROGRAM

4.2.1 ASK PARTICIPANTS TO DESCRIBE TO THE GROUP THE CONTEXT OF THEIR RESPECTIVE PROGRAMS.

4.2.9 ASK PARTICIPANTS TO SELECT SKILLS LISTED ON THE HANDOUTS THAT THEY INTEND TO INCLUDE IN THEIR PROGRAMS. HAVE THEM WRITE THE SKILL STATEMENTS AS BEHAVIORAL OBJECTIVES.

4.2.10 HAVE THE PARTICIPANTS BREAK INTO SMALL GROUPS AND REVIEW THE OBJECTIVES FROM ONE OF THE SKILL AREAS DISCUSSED.

A. ASK PARTICIPANTS TO SELECT A LIST OF SKILLS THEY WOULD WANT TO INCLUDE IN THEIR PROGRAM.

B. ASK PARTICIPANTS TO WRITE THESE SKILLS SELECTED AS COMPLETE BEHAVIORAL OBJECTIVES.

4.3 ASK PARTICIPANTS TO IDENTIFY THE TRAINING SITUATIONS PRESENTLY AVAILABLE TO THEM IN THEIR CORRECTIONAL EDUCATION PROGRAM.

4.3 HAVE PARTICIPANTS BREAK INTO SMALL GROUPS. ASK THEM TO BRAINSTORM POTENTIAL TRAINING SITES FOR A VOCATIONAL SPECIAL EDUCATION TRAINING PROGRAM WITHOUT CONSIDERING EXISTING RESTRAINTS.

4.4.3 HAVE PARTICIPANTS CONTACT INSTRUCTIONAL MATERIALS CENTERS, STATE EDUCATION DEPARTMENTS, DEPARTMENTS OF SPECIAL EDUCATION AND VOCATIONAL EDUCATION, AND SCHOOL DISTRICT PERSONNEL FOR INSTRUCTIONAL MATERIALS.

4.4.4 HAVE PARTICIPANTS DEVELOP A SHORT UNIT FOR A SET OF SKILLS THEY WANT TO INCLUDE AS PART OF THEIR PROGRAM.

4.4.8 ASK PARTICIPANTS TO DEVELOP A LISTING OF ACTIVITIES THAT WOULD FACILITATE THE DEVELOPMENT OF SKILLS THEY WOULD LIKE TO DEVELOP IN THEIR PROGRAMS.

5.3 ASK PARTICIPANTS TO FORMULATE A STEP-BY-STEP PLAN TO DESIGN/REVISE THEIR PROGRAM TO INCLUDE A VOCATIONAL SPECIAL EDUCATION COMPONENT.

1.0 OVERVIEW OF VOCATIONAL SPECIAL EDUCATION WITHIN CORRECTIONAL INSTITUTIONS

1.1 DEFINITIONS.

1.1.1 CORRECTIONAL VOCATIONAL SPECIAL EDUCATION.

1.1.1.1 CURRENTLY NO EXISTING WIDELY ACCEPTED DEFINITION.

1.1.1.2 REVIEW OF OTHER DEFINITIONS NECESSARY TO BETTER UNDERSTAND THIS TYPE OF PROGRAM.

1.1.2 VOCATIONAL EDUCATION - REFERS TO ANY REGULAR HIGH SCHOOL VOCATIONAL PROGRAMS AVAILABLE IN A SCHOOL DISTRICT REGARDLESS OF THE SOURCE OF FUNDING FOR THE PROGRAM (E.G., AGRICULTURE, BUSINESS AND OFFICE, TRADE AND INDUSTRIAL, AND HEALTH OCCUPATIONS) [DISPLAY T-1].

1.1.3 ADAPTED VOCATIONAL EDUCATION - REPRESENTS ALTERATIONS OR ACCOMMODATIONS IN ANY ONE OR MORE OF THE AVAILABLE REGULAR VOCATIONAL EDUCATION PROGRAMS (E.G., CURRICULAR MODIFICATIONS, CHANGES IN MODALITY OF INSTRUCTION, SPECIAL INSTRUCTIONAL AIDS FOR THE INSTRUCTOR) [DISPLAY T-2].

1.1.4 SPECIAL VOCATIONAL/OCCUPATIONAL TRAINING PROGRAMS - PROGRAMS DESIGNED SPECIFICALLY FOR SELECTED VOCATIONAL OR OCCUPATIONAL EDUCATION NOT AVAILABLE IN AN ADAPTED VOCATIONAL PROGRAM (E.G., WORK STUDY PROGRAMS, GENERAL INDUSTRIAL TRAINING) [DISPLAY T-3].

1.1.5 VOCATIONAL EDUCATION IN CORRECTIONS - INSTRUCTION OFFERED WITHIN CORRECTIONAL SYSTEMS TO ENABLE OFFENDERS TO BE EMPLOYMENT READY UPON THEIR RETURN TO FREE SOCIETY. IT INVOLVES THE DEVELOPMENT OF BASIC SKILLS, SPECIFIC OCCUPATIONAL TRAINING AND AN ARRAY OF "JOB READINESS" TRAINING, INCLUDING THE DEVELOPMENT OF MOTIVATION, GOOD WORK HABITS, AND SURVIVAL SKILLS (DISPLAY T-4).

1.1.6 CORRECTIONAL VOCATIONAL SPECIAL EDUCATION.

1.1.6.1 REVIEW PREVIOUS DEFINITIONS AND DEVELOP A WORKABLE DEFINITION.

1.1.6.2 SAMPLE DEFINITION - AN INSTRUCTIONAL PROGRAM OFFERED WITHIN CORRECTIONAL SYSTEMS FOR IDENTIFIED HANDICAPPED OFFENDERS. THE PROGRAM SHOULD FOCUS ON DEVELOPING BASIC SKILLS, SPECIFIC OCCUPATIONAL SKILLS, GOOD WORK HABITS AND SURVIVAL SKILLS.

1.1.6.3 THE GOAL OF SUCH A PROGRAM IS CONSISTENT WITH THE GOAL OF VOCATIONAL EDUCATION. IN CORRECTIONS (I.E., TO ENABLE OFFENDERS TO BE EMPLOYMENT READY UPON THEIR RETURN TO FREE SOCIETY). THE MAJOR DIFFERENCE IS THE TARGET POPULATION; THOSE JUVENILE AND ADULT OFFENDERS WHO ARE HANDICAPPED.

1.2 PHILOSOPHY/MISSION STATEMENT.

1.2.1 SERVES AS THE BASIS FOR SHORT- AND LONG-RANGE PLANNING AND AS A GUIDE FOR IMPLEMENTATION.

1.2.2 COMPONENTS OF A MISSION STATEMENT.

1.2.2.1 SPECIFICATION OF THE CONTEXT IN WHICH THE PROGRAM OPERATES.

1.2.2.2 RESPONSIBILITIES OF THE VARIOUS PROGRAM DEVELOPERS AND FACULTY.

1.2.2.3 BROAD GOALS AND SPECIFIC ADMINISTRATIVE OBJECTIVES.

1.2.2.4 RESPONSES TO QUESTIONS SUCH AS THE FOLLOWING: WHAT POSITION DO WE TAKE ON VOCATIONAL SPECIAL EDUCATION? WHAT TYPE OF EDUCATIONAL/VOCATIONAL SERVICES SHOULD OFFENDERS RECEIVE?

1.2.3 THIS STATEMENT IS IMPORTANT BECAUSE IT CLARIFIES WHAT NEEDS TO BE DONE AND ENSURES THAT THE DIRECTION OF THE PROGRAM IS ARTICULATED TO EVERYONE.

1.3 OBJECTIVES (DISPLAY T-5).

1.3.1 DEFINE VOCATIONAL SPECIAL EDUCATION.

1.3.2 PROVIDE A RATIONALE FOR VOCATIONAL SPECIAL EDUCATION PROGRAMS WITHIN CORRECTIONAL FACILITIES.

1.3.3 LIST THE SKILL AREAS AND KNOWLEDGE NECESSARY FOR OFFENDERS TO OBTAIN AND MAINTAIN COMPETITIVE EMPLOYMENT.

1.3.4 WRITE SKILLS AS COMPLETE BEHAVIORAL OBJECTIVES.

1.3.5 IDENTIFY CURRENT AND FUTURE TRAINING SITES/SITUATIONS FOR THEIR PROGRAMS.

1.3.6 DESCRIBE PROCEDURES FOR OBTAINING INSTRUCTIONAL MATERIALS AND RECOMMENDED ACTIVITIES FOR INCLUSION IN A VOCATIONAL SPECIAL EDUCATION PROGRAM.

1.3.7 FORMULATE A SET OF SPECIFIC PLANS TO DESIGN A VOCATIONAL SPECIAL EDUCATION PROGRAM.

2.3.2 ONLY VERY SMALL PERCENTAGES OF THE TOTAL COST OF CORRECTIONS GOES FOR VOCATIONAL EDUCATION PROGRAMS. IN 1979, THIS WAS ONLY 1.5%.

2.3.3 IN CORRECTIONAL EDUCATION, ACADEMICS HAVE BEEN VIEWED AS THE MOST IMPORTANT GOAL.

2.3.4 MOST CORRECTIONAL EDUCATORS HAVE BEEN TRAINED TO TEACH ACADEMICS.

2.3.5 ONLY ABOUT 50% OF CORRECTIONAL INSTITUTIONS OFFER SPECIALIZED PROGRAMS FOR HANDICAPPED OFFENDERS.

2.4 LEGAL MANDATES (DISPLAY T-9).

2.4.1 PL 94-142 (1975) MANDATED THAT HANDICAPPED PERSONS BE PROVIDED WITH APPROPRIATE VOCATIONAL PREPARATION PROGRAMS.

2.4.2 SECTION 504 OF THE VOCATIONAL REHABILITATION ACT (1977) MANDATES THAT HANDICAPPED PERSONS OF ALL AGES BE GRANTED FREE AND EQUAL ACCESS TO VOCATIONAL EDUCATION PROGRAMS.

2.5 REHABILITATION (DISPLAY T-10).

2.5.1 REHABILITATION - THE CHIEF GOAL OF THIS PROCESS IS INDEPENDENCE. INDEPENDENCE REQUIRES SKILLS TO HELP A PERSON SUCCESSFULLY COMPETE IN THE WORLD OF WORK.

2.6 MOTIVATIONAL (DISPLAY T-11).

2.6.1 MOST OFFENDERS PLACE A HIGH VALUE ON ECONOMIC INDEPENDENCE, HOWEVER, THEY LACK NECESSARY JOB-RELATED SKILLS.

2.7 SUMMARY.

2.7.1 LITTLE SUCCESS IN PREVIOUS TRADITIONAL ACADEMIC PROGRAMS.

2.7.2 LIKELY TO HAVE A POOR ATTITUDE (LOW LEVEL OF INTEREST AND MOTIVATION) TOWARD PROGRAMS SIMILAR TO THOSE IN WHICH THEY HAVE BEEN UNSUCCESSFUL, REGARDLESS OF THE SETTING.

2.7.3 MANY WILL BE ENTERING CORRECTIONAL EDUCATION PROGRAMS WITHOUT PRIOR VOCATIONAL TRAINING.

2.7.4 MANY WILL BE ENTERING CORRECTIONAL EDUCATION PROGRAMS WITH A HISTORY OF UNEMPLOYMENT.

2.7.5 MANY WILL NOT BE ELIGIBLE FOR ADMISSION TO EXISTING VOCATIONAL EDUCATION PROGRAMS WITHIN CORRECTIONAL FACILITIES OR IN THE COMMUNITY.

2.7.6 THE LEGAL MANDATE AND THE PHILOSOPHICAL COMMITMENT TO

2.0 RATIONALE FOR CORRECTIONAL VOCATIONAL SPECIAL EDUCATION

2.1 EDUCATIONAL HISTORY AND CHARACTERISTICS OF TYPICAL JUVENILE AND ADULT OFFENDERS (DISPLAY T-6).

2.1.1 LACK OF SCHOOL SUCCESS.

2.1.1.1 READING - 34% OF JUVENILE AND 20% OF ADULT INMATES ARE FUNCTIONALLY ILLITERATE. SOME ESTIMATES ARE THAT 20-50% CANNOT READ OR WRITE.

2.1.1.2 MATH - MANY DO NOT ACHIEVE 6TH GRADE LEVEL IN MATH.

2.1.1.3 EXHIBIT INAPPROPRIATE SOCIAL BEHAVIOR.

2.1.1.4 POOR SELF-IMAGE.

2.1.1.5 INCIDENCE OF HANDICAPPING CONDITIONS WITHIN CORRECTIONAL INSTITUTIONS IS LARGER THAN THAT IN THE GENERAL POPULATION.

2.1.2 NON-FUNCTIONAL CURRICULA HAVE BEEN IMPOSED UPON THEM FOR MANY YEARS.

2.1.3 MANY HAVE LEARNING HANDICAPS AND HAVE BEEN LABELED.

2.2 EMPLOYMENT AND VOCATIONAL TRAINING HISTORY (DISPLAY T-7).

2.2.1 LACK OF TRAINING AND/OR JOB OPPORTUNITIES AFTER LEAVING HIGH SCHOOL (GRADUATION OR DROP OUT).

2.2.2 OFFENDERS ARE DISPROPORTIONATELY REPRESENTED ON UNEMPLOYMENT ROLES.

2.2.3 MANY ARE EXCLUDED FROM TRADITIONAL VOCATIONAL PROGRAMS BECAUSE MINIMUM CRITERIA FOR ENTRY IS 6TH GRADE - 7TH GRADE ACHIEVEMENT LEVELS IN READING AND MATH.

2.2.4 MANY ARE EXCLUDED BECAUSE THEY LACK A HIGH SCHOOL DIPLOMA OR A GED.

2.2.5 66-70% OF ADULT OFFENDERS IN INSTITUTIONS HAVE HAD NO PREVIOUS VOCATIONAL TRAINING.

2.2.6 40% OF ALL INMATES WERE UNEMPLOYED PRIOR TO THEIR CURRENT CONVICTION.

2.3 VOCATIONAL TRAINING OPTIONS FOR HANDICAPPED OFFENDERS (DISPLAY T-8).

2.3.1 MANY EXCLUDED FROM TRADITIONAL VOCATIONAL PROGRAMS BECAUSE THEY DON'T MEET CRITERIA (ACHIEVEMENT LEVELS IN READING AND MATH, AND HIGH SCHOOL DIPLOMA).

VOCATIONAL SPECIAL EDUCATION IS PRESENT.

2.7.7 OFFENDERS ARE LIKELY TO BE MOTIVATED IN A PROGRAM THAT THEY SEE AS RELEVANT.

3.0 SKILLS AND KNOWLEDGE NECESSARY TO SUCCESSFULLY OBTAIN AND MAINTAIN COMPETITIVE EMPLOYMENT

GIVEN THE OVERALL GOAL OR PURPOSE FOR A CORRECTIONAL VOCATIONAL SPECIAL EDUCATION PROGRAM (I.E., TO ENABLE JUVENILE AND ADULT OFFENDERS TO BE EMPLOYMENT READY UPON THEIR RETURN TO SOCIETY), AND THE CHARACTERISTICS OF THE TARGETED POPULATION (I.E., EDUCATIONALLY AND/OR SOCIALLY HANDICAPPED), A WIDE RANGE OF KNOWLEDGE AND SKILLS NEED TO BE TARGETED FOR DEVELOPMENT.

USING A TASK-ANALYTIC APPROACH, IT IS POSSIBLE TO DEVELOP A COMPREHENSIVE LISTING OF REQUIRED SKILLS. IN THIS APPROACH, WE MUST BE ABLE TO ANSWER THE FOLLOWING QUESTION: "WHAT DO WE WANT STUDENTS IN THIS PROGRAM TO KNOW AND BE ABLE TO DO WHEN THEY LEAVE?"

3.1 OCCUPATIONAL AWARENESS.

3.1.1 LEARNING ABOUT JOBS THAT EXIST IN VARIOUS JOB AREAS.

3.1.1.1 AGRICULTURE

3.1.1.2 BUSINESS AND OFFICE

3.1.1.3 TRADE AND INDUSTRY

3.1.1.4 HEALTH OCCUPATIONS

3.1.2 CHARACTERISTICS OF WORK AND WORK SETTINGS.

3.1.2.1 BASIC OCCUPATIONAL VOCABULARY.

3.1.2.2 WORKING WITH PEOPLE, THINGS, OR IDEAS.

3.1.2.3 FULL TIME VS. PART TIME.

3.1.2.4 INDOOR VS. OUTDOOR WORK.

3.1.2.5 RURAL VS. URBAN WORK.

3.1.2.6 WORK CONDITIONS: HEAT, COLD, DUST, NOXIOUS FUMES, NOISE.

3.1.2.7 OUR SOCIETY IS A WORK ORIENTED SOCIETY. AS SUCH, IT VALUES WORK AND THOSE WHO ARE WORKERS.

3.1.2.8 WORK, WHETHER PAID OR UNPAID, HAS A SET OF EXPECTATIONS OF WORKERS' BEHAVIOR THAT MUST BE MET.

3.1.2.9 PAID WORK DEALING WITH DATA OR THINGS IS, TO A GREAT EXTENT, AN IMPERSONAL ACTIVITY. IT IS BASED ON THE MOTIVE FOR PROFIT AND MAINTAINS A "COLD, CRUEL WORLD" OR "STRICTLY BUSINESS" IMAGE.

3.1.2.10 WORK HAS A VARIETY OF REWARD SYSTEMS. PEOPLE WORK FOR DIFFERENT REASONS.

3.1.2.11 WORK IS BOUND BY TIME AND MOST WORKERS MUST ADJUST TO TIME DEMANDS AND CONSTRAINTS SET BY OTHERS.

3.1.2.12 WORK IS SELDOM PERFORMED IN ISOLATION AND TYPICALLY INVOLVES CLOSE INTERACTION WITH OTHER PEOPLE.

3.1.2.13 WORK PLACES AND WORKERS ARE INTERDEPENDENT WITH OTHER WORK PLACES AND WORKERS.

3.1.2.14 NOT EVERYONE WHO WANTS TO WORK CAN OBTAIN WORK NOR CAN EVERYONE WHO OBTAINS WORK BY EMPLOYED IN THE WORK OF HIS OR HER CHOICE (CLARK, 1979).

3.2 SKILLS IN OCCUPATIONAL DECISION MAKING.

3.2.1 KNOWLEDGE OF THE REQUIREMENTS FOR ANY GIVEN OCCUPATION.

3.2.1.1 PHYSICAL REQUIREMENTS (E.G., PROLONGED STANDING, SITTING, LIFTING, CARRYING, STRENGTH, AND MOBILITY).

3.2.1.2 MOTOR DEXTERITY REQUIREMENTS (E.G., FINE- AND GROSS-MOTOR SKILLS, WHOLE ARM MOVEMENTS, WHOLE BODY MOVEMENTS).

3.2.1.3 PERCEPTUAL REQUIREMENTS (E.G., COLOR DISCRIMINATION, AUDITORY DISCRIMINATION, EYE-HAND COORDINATION).

3.2.1.4 ACADEMIC REQUIREMENTS (E.G., ADDITION, SUBTRACTION, READING, AND SPECIFIC VOCABULARY).

3.2.1.5 AFFECTIVE REQUIREMENTS (E.G., SOCIAL SKILLS, PERSONALITY, AND ATTITUDES).

3.2.1.6 TOOLS AND EQUIPMENT USED.

3.2.1.7 WORK TRAIT REQUIREMENTS (E.G., ABILITY TO WORK UNDER PRESSURE, SPEED, ACCURACY, PUNCTUALITY).

3.2.1.8 TRAINING/EDUCATION REQUIRED AND/OR AVAILABLE.

3.2.1.9 AMOUNT OF SUPERVISION NEEDED.

3.2.1.10 WORKING CONDITIONS.

3.2.1.11 SALARY AND FRINGE BENEFITS.

3.2.1.12 ENTRY REQUIREMENTS (E.G., APPLICATION FORMS, TESTING, UNION MEMBERSHIP).

3.2.1.13 APPEARANCE REQUIREMENTS (E.G., CLOTHING, AND HYGIENE) [SITTINGTON & WIMMER, 1978, PP. 76-77].

3.2.2 ASSESSING STRENGTHS AND LIMITATIONS.

3.2.2.1 STUDENTS MUST BE ABLE TO REALISTICALLY AND RELIABLY ASSESS, IDENTIFY, AND COMMUNICATE THEIR AREAS OF STRENGTH.

3.2.2.2 STUDENTS MUST BE ABLE TO REALISTICALLY AND RELIABLY ASSESS, IDENTIFY, AND COMMUNICATE THEIR LIMITATIONS.

3.2.3 MAKING TENTATIVE AND REALISTIC OCCUPATIONAL CHOICES.

3.2.3.1 LEARNING TO MAKE REALISTIC OCCUPATIONAL CHOICES REQUIRES PRACTICE OVER TIME. IT HAS BEEN SUGGESTED THAT BEFORE INDIVIDUALS CAN MAKE SOUND REALISTIC CHOICES THEY EVOLVE THROUGH PERIODS OF FANTASY AND TENTATIVE CHOICE (GINZBERG, GINSBURG, AXELRAD, & HERMA, 1951).

3.3 DAILY LIVING SKILLS.

3.3.1 RATIONALE FOR INCLUSION IN AN OCCUPATIONAL TRAINING PROGRAM.

3.3.1.1 MANY JOB- AND DAILY LIVING-SKILLS OVERLAP.

3.3.1.2 FAILURE TO ACQUIRE COMPETENCIES IN DAILY LIVING.

3.3.1.3 DAILY LIVING SKILLS ARE IMPORTANT BECAUSE OF EXPECTATIONS OF OUR SOCIETY FOR EVERYONE TO BE ABLE TO DEMONSTRATE THESE KINDS OF COMPETENCIES (CLARK, 1979).

3.3.2 CATEGORIES OF DAILY LIVING SKILLS.

3.3.2.1 MANAGING FAMILY FINANCES.

3.3.2.2 CARING FOR PERSONAL NEEDS.

3.3.2.3 RAISING CHILDREN AND FAMILY LIVING.

3.3.2.4 BUYING AND PREPARING FOOD.

3.3.2.5 ENGAGING IN CIVIC ACTIVITIES AND RESPONSIBILITIES.

3.3.2.6 UTILIZING RECREATION AND LEISURE RESOURCES.

3.3.2.7 GETTING AROUND THE COMMUNITY.

3.3.2.8 ACHIEVING PROBLEM SOLVING SKILLS.

3.3.2.9 COMMUNICATING ADEQUATELY WITH OTHERS.

3.3.2.10 ACQUIRING SPECIFIC SALABLE JOB SKILLS (BROLIN, 1974).

3.4 PERSONAL/SOCIAL ADJUSTMENT SKILLS.

3.4.1 RATIONALE FOR INCLUDING PERSONAL/SOCIAL ADJUSTMENT SKILLS.

3.4.1.1 HISTORICALLY PERSONAL/SOCIAL ADJUSTMENT SKILLS HAVE BEEN AN INTEGRAL PART OF EDUCATION; HOWEVER, THESE SKILLS HAVE BEEN DEVELOPED ALMOST EXCLUSIVELY THROUGH INCIDENTAL METHODS RATHER THAN THROUGH CLEAR-CUT PURPOSEFUL OBJECTIVES AND PROCEDURES.

3.4.1.2 RESEARCH EVIDENCE INDICATES THAT HANDICAPPED ADOLESCENTS ARE OFTEN DEFICIENT IN MANY OF THESE SKILLS (MORE SO THAN THEIR NONHANDICAPPED PEERS).

3.4.1.3 INSTRUCTION AND DEVELOPMENT OF THESE SKILLS SHOULD THEREFORE COME FROM EVERY FEASIBLE SOURCE, ESPECIALLY FROM A STRUCTURED EDUCATIONAL PROGRAM.

3.4.2 CATEGORIES OF PERSONAL/SOCIAL SKILLS.

3.4.2.1 ACHIEVING SELF-AWARENESS.

3.4.2.2 ACQUIRING SELF-CONFIDENCE.

3.4.2.3 ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR.

3.4.2.4 MAINTAINING GOOD INTERPERSONAL RELATIONSHIPS.

3.4.2.5 ACHIEVING INDEPENDENCE.

3.4.2.6 ACHIEVING PROBLEM-SOLVING SKILLS.

3.4.2.7 COMMUNICATING ADEQUATELY WITH OTHERS.

3.5 SELF-PLACEMENT SKILLS.

3.5.1 RATIONALE.

3.5.1.1 HIGHLY UNLIKELY THAT THE PROGRAM GRADUATE WILL CONTINUE IN THE FIRST JOB HE IS PLACED IN AFTER HIS RELEASE FROM THE DETENTION CENTER.

3.5.1.2 IT IS UNLIKELY THAT THE EX-OFFENDER WILL HAVE SOMEONE TO ASSIST HIM IN HIS JOB SEARCH ONCE HE IS NO LONGER ON PAROLE.

3.5.1.3 WITH THESE SKILLS, HE WILL NOT BE TRAPPED IN THE FIRST JOB THAT COMES ALONG.

3.5.1.4 FOSTERS INDEPENDENCE (PLATT, 1984).

3.5.2 CATEGORIES OF SELF-PLACEMENT.

3.5.2.1 LOCATING SUITABLE EMPLOYMENT.

3.5.2.2 COMPLETING AN APPLICATION FORM.

3.5.2.3 BEING ABLE TO GO THROUGH AN EMPLOYMENT INTERVIEW.

3.6 JOB-RETENTION SKILLS.

3.6.1 RATIONALE.

3.6.1.1 ABILITY TO GET ALONG WITH ONE'S PEERS ON THE JOB AND WITH ONE'S SUPERVISOR IS CRITICAL TO SUCCESS ON THE JOB.

3.6.1.2 EMPLOYERS HAVE CITED GOOD WORK HABITS AND A "POSITIVE ATTITUDE" AS BEING ESSENTIAL FOR SUCCESS ON JOBS ESPECIALLY THOSE WHICH HAVE LOW ENTRY REQUIREMENTS.

3.6.2 CATEGORIES OF JOB-RETENTION SKILLS.

3.6.2.1 ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR.

3.6.2.2 MAINTAINING GOOD INTERPERSONAL SKILLS.

3.6.2.3 EXHIBITING APPROPRIATE WORK HABITS AND BEHAVIORS (SEE HANDOUTS).

3.6.2.4 ACHIEVING PROBLEM-SOLVING SKILLS.

3.7 ACADEMICS.

3.7.1 MANY HANDICAPPED STUDENTS REQUIRE SPECIAL HELP TO ACQUIRE THE BASIC SKILLS OF READING, HANDWRITING, SPELLING, WRITTEN EXPRESSION, AND MATH.

3.7.2 THE ACADEMIC INSTRUCTION PROVIDED SHOULD BE DIRECTLY RELATED TO THE DEVELOPMENT OF BASIC SKILLS NECESSARY FOR SUCCESS IN VOCATIONAL TRAINING PROGRAMS AND/OR FOR SUCCESS IN ANY OF THE OTHER SKILL AREAS DISCUSSED.

3.7.3 THE BELIEF THAT ACADEMIC SKILL TRAINING WOULD ENABLE INDIVIDUALS TO COMPETE IN THE WORLD OF WORK HAS NOT PROVEN TO BE TRUE. FOR TOO LONG, ACADEMIC SKILLS HAVE BEEN VIEWED AS THE MOST IMPORTANT PART OF SECONDARY PROGRAMS.

3.8 VOCATIONAL PREPARATION SKILLS.

3.8.1 MANY STUDENTS WILL REQUIRE SPECIFIC TRAINING THAT WILL FACILITATE THE DEVELOPMENT OF KNOWLEDGE AND SKILLS NECESSARY FOR SUCCESS IN A PARTICULAR OCCUPATION.

4.0 COMPONENTS OF A VOCATIONAL SPECIAL EDUCATION TRAINING PROGRAM

4.1 OVERVIEW.

4.1.1 DEFINITION OF CURRICULUM: A SYSTEMATIC GROUPING OF ACTIVITIES, CONTENT, AND MATERIALS OF INSTRUCTION OFFERED UNDER SCHOOL SUPERVISION FOR THE PURPOSE OF PREPARING STUDENTS TO LEARN AND LIVE EFFECTIVELY.

4.1.2 COMPONENTS OF CURRICULUM.

4.1.2.1 SKILLS TO BE DEVELOPED.

4.1.2.2 STRUCTURE OF THE PROGRAM.

4.1.2.3 INSTRUCTIONAL CONTENT.

4.1.3 PROGRAM DEVELOPMENT.

4.1.3.1 NEED TO CONSIDER AND PLAN ALL THREE ELEMENTS.

4.1.3.2 PROGRAM WILL VARY FROM FACILITY TO FACILITY DEPENDING UPON NEEDS OF STUDENTS AND RESOURCES.

4.1.3.3 TIME CONSUMING; IT WON'T HAPPEN OVERNIGHT.

4.1.3.4 USE A GRADUAL APPROACH; DEVELOP, IMPLEMENT, AND EVALUATE PROGRAM AREAS. DON'T EXPECT A COMPREHENSIVE PROGRAM ALL AT ONCE.

4.2 SKILLS TO BE DEVELOPED/COMPETENCIES AND OBJECTIVES.

4.2.1 OVERVIEW.

4.2.1.1 FIRST STEP IS TO GAIN CONSENSUS ON THE SKILLS THAT THE PROGRAM WILL TARGET FOR DEVELOPMENT.

4.2.1.2 IT IS RECOMMENDED THAT THE SKILLS BE DELINEATED AS COMPETENCY STATEMENTS AND OBJECTIVES.

4.2.1.3 COMPETENCY STATEMENTS ARE BROAD DESCRIPTORS OF THE SKILLS THE PROGRAM PARTICIPANTS ARE EXPECTED TO DEVELOP.

4.2.1.4 OBJECTIVES ARE MORE SPECIFIC STATEMENTS OF SKILLS.

4.2.1.5 OBJECTIVES SHOULD CONTAIN:

- A BEHAVIOR WRITTEN IN OBSERVABLE AND MEASURABLE TERMINOLOGY,
- THE SITUATION OR CONDITIONS IN WHICH THE BEHAVIOR IS TO OCCUR, AND
- THE CRITERIA USED TO JUDGE THE STUDENT'S MASTERY OF THE BEHAVIOR OR SKILL.

4.2.1.6 IT IS NOT NECESSARY TO FORMULATE AND DELINEATE COMPETENCIES AND OBJECTIVES FROM SCRATCH. EXISTING LISTS OF COMPETENCY STATEMENTS AND OBJECTIVES ARE AVAILABLE.

4.2.1.7 IT IS NOT APPROPRIATE TO ADOPT ANY LIST OF COMPETENCIES AND SKILLS WITHOUT A CAREFUL REVIEW.

4.2.1.8 THE LISTS OF SKILLS TO BE PRESENTED CAN BE USED AS A STARTING POINT FOR DELINEATING COMPETENCIES AND OBJECTIVES FOR A PROGRAM. THEY ARE NOT INTENDED TO BE A FINAL COMPREHENSIVE LISTING OF ALL THE POSSIBLE COMPETENCIES AND OBJECTIVES.

4.2.1.9 THE LISTS INCLUDE STATEMENTS THAT CAN BE USED AS OBJECTIVES; HOWEVER, THEY ARE NOT WRITTEN AS BEHAVIORAL OBJECTIVES. THEY ARE TYPICALLY MISSING A STATEMENT OF THE CONDITION AND THE CRITERIA.

4.2.2 OCCUPATIONAL AWARENESS SKILLS (DISTRIBUTE H-1).

4.2.3 OCCUPATIONAL DECISION MAKING SKILLS (DISTRIBUTE H-2).

4.2.4 DAILY LIVING SKILLS (DISTRIBUTE H-3).

4.2.5 PERSONAL SOCIAL SKILLS (DISTRIBUTE H-4).

4.2.6 SELF-PLACEMENT SKILLS (DISTRIBUTE H-5).

4.2.7 JOB-RETENTION SKILLS (DISTRIBUTE H-6).

4.2.8 FUNCTIONAL ACADEMICS (DISTRIBUTE H-7).

4.2.8.1 GENERAL GOALS FOR STUDENTS IN ACADEMIC INSTRUCTIONAL SETTINGS.

4.2.8.2 SPECIFIC OBJECTIVES FOR BASIC SKILLS SHOULD BE DEVELOPED AS THEY RELATE TO OTHER SKILLS IN THE CURRICULUM (E.G., READING AND WRITING SKILLS NECESSARY TO FILL OUT A JOB APPLICATION FORM).

4.2.8.3 OBJECTIVES COULD ALSO BE INCLUDED FOR ACADEMIC SKILLS NECESSARY FOR ENTRY INTO A SPECIFIC VOCATIONAL PROGRAM (E.G., WELDING: GENERAL SAFETY RULES, WELDING PARTS IDENTIFICATION, METAL SHAPES IDENTIFICATION).

4.2.9 VOCATIONAL/OCCUPATIONAL SKILLS.

4.2.9.1 COMPETENCIES AND OBJECTIVES FROM EXISTING VOCATIONAL EDUCATION PROGRAMS (DISTRIBUTE H-8).

4.2.9.2 COMPETENCIES AND OBJECTIVES FOR OCCUPATIONAL AREAS NOT TRADITIONALLY AVAILABLE AS A VOCATIONAL EDUCATION OFFERING (E.G., PAINTING, GAS STATION ATTENDANT, STORE CLERK).

4.2.10 DISCUSSION.

4.2.10.1 OBVIOUSLY, A GREAT NUMBER OF COMPETENCIES THAT COULD BE INCLUDED IN ANY PROGRAM.

4.2.10.2 A NEWLY DEVELOPED OR REVISED VOCATIONAL SPECIAL EDUCATION PROGRAM NEED NOT INCLUDE ALL OF THE NECESSARY SKILLS THAT WERE PRESENTED.

4.2.10.3 THE PROGRAM SHOULD INCLUDE COMPETENCIES AND OBJECTIVES FOR SOME VOCATIONAL OR OCCUPATIONAL AREAS TO ENSURE THAT STUDENTS DEVELOP SKILLS IN AT LEAST ONE AREA FOR FUTURE USE.

4.3 STRUCTURE OF VOCATIONAL SPECIAL EDUCATION PROGRAMS FOR CORRECTIONS (DISPLAY T-12).

4.3.1 OVERVIEW.

4.3.1.1 STRUCTURE REFERS TO THE CONTEXT IN WHICH THE IDENTIFIED SKILLS (OBJECTIVES) WILL BE DEVELOPED.

4.3.1.2 A VARIETY OF OPTIONS WILL BE PRESENTED; HOWEVER, NOT ALL OPTIONS WILL BE AVAILABLE IN ALL FACILITIES.

4.3.1.3 ADDITIONAL TRAINING OPTIONS OTHER THAN THOSE

PRESENTED MAY BE AVAILABLE.

4.3.1.4 IT IS PROBABLY DESIRABLE TO HAVE TRAINING TAKE PLACE IN A VARIETY OF SITUATIONS AS OPPOSED TO A SINGLE TRAINING SITE.

4.3.1.5 CERTAIN SKILLS CAN BEST BE DEVELOPED IN SPECIFIC SITUATIONS OR SITES. HOWEVER, JUST BECAUSE THE IDEAL SITE FOR DEVELOPING A SKILL IS NOT AVAILABLE, IT DOES NOT MEAN THAT THE SKILL CANNOT BE DEVELOPED.

4.3.1.6 PART OF PROGRAM DEVELOPMENT INVOLVES IDENTIFYING AND SECURING NEW TRAINING SITES FOR STUDENTS.

4.3.2 TRADITIONAL CLASSROOM-BASED PROGRAMS.

4.3.2.1 SOME OF THE SKILLS LISTED COULD BE DEVELOPED IN A TRADITIONAL CLASSROOM SETTING.

4.3.2.2 ADULT BASIC EDUCATION PROGRAMS CAN BE REVISED TO INCLUDE FUNCTIONAL READING, WRITING, AND MATHEMATICS SKILLS.

4.3.2.3 SOME NON-ACADEMIC SKILLS (E.G., PERSONAL/SOCIAL SKILLS) COULD ALSO BE DEVELOPED IN A CLASSROOM SETTING.

4.3.3 REGULAR VOCATIONAL EDUCATION PROGRAMS.

4.3.3.1 FOR SOME JUVENILE AND ADULT OFFENDERS, THE REGULAR VOCATIONAL EDUCATION PROGRAM MAY BE APPROPRIATE.

4.3.3.2 ADDITIONAL SUPPORT SERVICES MAY BE NEEDED. THESE SERVICES SHOULD BE PROVIDED BY SPECIAL EDUCATION/SPECIAL NEEDS PERSONNEL.

4.3.4 ADAPTED VOCATIONAL EDUCATION/PREVOCATIONAL EDUCATION CLASSES

4.3.4.1 SEPARATE CLASSES FOR THOSE JUVENILES OR ADULTS WHO ARE CAPABLE OF BENEFITING FROM A VOCATIONAL TRAINING PROGRAM BUT WHO WOULD HAVE DIFFICULTY SUCCEEDING IN A REGULAR TRAINING PROGRAM.

4.3.4.2 SPECIAL EDUCATION PERSONNEL IN CONJUNCTION WITH VOCATIONAL EDUCATION PERSONNEL WOULD MODIFY CURRICULUM, ALTER THE MODALITY OF INSTRUCTION, AND/OR PROVIDE SPECIAL INSTRUCTIONAL AIDS.

4.3.5 INSTITUTIONAL MAINTENANCE PROGRAMS.

4.3.5.1 INSTITUTIONAL MAINTENANCE PROGRAMS CAN BE USED AS A TRAINING PROGRAM FOR JUVENILE AND ADULT OFFENDERS.

4.3.5.2 MANY PREVOCATIONAL SKILLS CAN BE TARGETED FOR DEVELOPMENT ALONG WITH SPECIFIC VOCATIONAL SKILLS.

4.3.5.3 ENTRY-LEVEL JOB SKILLS FOR EACH TRAINING AREA CAN ALSO BE DEVELOPED.

4.3.5.4 INSTITUTIONAL MAINTENANCE PROGRAMS CAN READILY OPERATE IN CONJUNCTION WITH SOME TRADITIONAL CLASSROOM PROGRAMS.

4.3.6 PRISON INDUSTRY PROGRAMS.

4.3.6.1 THESE PROGRAMS SHOULD REPLICATE THE COMMUNITY WORK ENVIRONMENT AS CLOSELY AS POSSIBLE.

4.3.6.2 HAVE REPRESENTATIVES OF INDUSTRY INVOLVED IN PLANNING AND IMPLEMENTATION OF THE PROGRAM.

4.3.6.3 CONDUCT MARKET SURVEY TO ENSURE APPROPRIATE TYPES OF PRODUCTION.

4.3.6.4 EQUIPMENT AND TRAINING SHOULD BE COMPARABLE TO THAT IN INDUSTRY.

4.3.7 WORK RELEASE PROGRAMS.

4.3.7.1 PROBABLY MOST APPROPRIATE FOR MINIMUM SECURITY FACILITIES.

4.3.7.2 NEED TO IDENTIFY COMMUNITY-BASED ON-THE-JOB TRAINING SITES AND COMMUNITY TRAINING PROGRAMS.

4.3.8 HALFWAY HOUSE PROGRAMS.

4.3.8.1 PROVIDES GRADUAL TRANSITIONS FROM INSTITUTIONAL LIFE TO SOCIETY.

4.3.8.2 RESIDENCE IS COMMUNITY-BASED MINIMUM SECURITY INSTITUTION.

4.3.8.3 NEED TO IDENTIFY ON-THE-JOB TRAINING SITES AND COMMUNITY TRAINING PROGRAMS.

4.4 CONTENT OF A VOCATIONAL SPECIAL EDUCATION PROGRAM.

4.4.1 OVERVIEW.

4.4.1.1 CONTENT REFERS TO INSTRUCTIONAL MATERIALS, TEXTS, AUDIOVISUAL MATERIALS, AND ACTIVITIES

WHICH ARE USED TO DEVELOP THE SKILLS TARGETED FOR DEVELOPMENT.

4.4.1.2 THE MATERIALS AND ACTIVITIES SHOULD DIRECTLY RELATE TO THE SKILLS BEING DEVELOPED AND THE SITUATION OR CONTEXT IN WHICH THEY ARE DEVELOPED.

4.4.1.3 COURSE OFFERINGS SHOULD NOT BE STRUCTURED AROUND THE CONTENT CONTAINED IN A COMMERCIALLY PACKAGED PROGRAM.

4.4.1.4 CONTENT (I.E., ACTIVITIES AND MATERIALS) NEEDS TO BE CAREFULLY REVIEWED AND SELECTED TO ENSURE IT IS ARE APPROPRIATE BOTH FOR THE AGE LEVEL AND SKILL LEVELS OF THE STUDENTS IN THE PROGRAM.

4.4.1.5 THIS SECTION WILL PRESENT SAMPLES OF ACTIVITIES AND MATERIALS THAT CAN BE USED TO DEVELOP A VARIETY OF SKILLS. THE INFORMATION AND SUGGESTIONS ARE MEANT TO BE ILLUSTRATIVE RATHER THAN COMPREHENSIVE.

4.4.2 EVALUATING CURRICULUM MATERIALS (DISPLAY T-13).

4.4.2.1 READING AND COMPREHENSION LEVELS.

4.4.2.2 RATIONALE STATEMENTS EXPLAINING THE IMPORTANCE OF THE SUBJECT MATTER.

4.4.2.3 CLEARLY STATED OBJECTIVES IN BEHAVIORAL TERMS.

4.4.2.4 ADEQUATE PRE-ASSESSMENT MATERIALS.

4.4.2.5 SEQUENTIAL AND LOGICAL SKILL DEVELOPMENT.

4.4.2.6 VARIETY OF LEARNING ACTIVITIES FOR EACH OF THE INSTRUCTIONAL OBJECTIVES.

4.4.2.7 SHORT-TERM POST-ASSESSMENT ACTIVITIES.

4.4.3 INSTRUCTIONAL MATERIALS (COMMERCIALLY AVAILABLE)

4.4.3.1 REAL LIFE EMPLOYMENT SKILLS (SCHOLASTIC, 1979) (DISTRIBUTE H-9).

4.4.3.2 REAL LIFE READING SKILLS (SCHOLASTIC, 1977) (DISTRIBUTE H-10).

4.4.3.3 LIFE WORK SERIES (NORTHWEST REGIONAL EDUCATIONAL LABORATORY, 1980). INCLUDES THE FOLLOWING TITLES:

- YOUR HOUSING NEEDS AND RENTING A PLACE TO LIVE
- BUYING A HOUSE AND BUYING A MOBILE HOME
- COUNTING MONEY AND MAKING CHANGE AND MAKING A BUDGET
- ORDERING FROM CATALOGS AND DINING OUT
- USING CREDIT AND BANKING SERVICES AND UNDERSTANDING INCOME TAX
- BUYING AND CARING FOR YOUR CAR AND INSURANCE FOR YOUR LIFE, HEALTH, AND POSSESSIONS
- ADVERTISING TECHNIQUES AND CONSUMER FRAUD
- COMPARISON SHOPPING AND CARING FOR YOUR PERSONAL POSSESSIONS
- BECOMING A PARENT
- UNDERSTANDING ADOLESCENTS AND SAFETY AT HOME AND ON THE JOB
- UNDERSTANDING CONTRACTS AND LEGAL DOCUMENTS AND UNDERSTANDING CRIMINAL LAWS
- YOU AND THE WORLD OF WORK
- REALIZING WHAT'S AVAILABLE IN THE WORLD OF WORK
- GETTING READY FOR THE WORLD OF WORK
- A REALISTIC JOB SEARCH
- THE REALITY OF WORK AND PERFORMANCE LEVEL
- ADULT PERFORMANCE LEVEL (APL) RESOURCE GUIDE (DISTRIBUTE H-11 THROUGH H-14).

4.4.3.4 A WIDE VARIETY OF COMMERCIAL MATERIALS ARE AVAILABLE. CONTACT THE FOLLOWING FOR LISTINGS AND SAMPLES: INSTRUCTIONAL MATERIALS CENTERS, STATE EDUCATION DEPARTMENTS, UNIVERSITY DEPARTMENTS OF SPECIAL EDUCATION AND VOCATIONAL EDUCATION AND SCHOOL DISTRICT PERSONNEL (DISTRIBUTE H-14A).

4.4.4 INSTRUCTIONAL UNITS.

4.4.4.1 DEFINITION: A SELF-CONTAINED PACKAGE OF

INTEGRATED MATERIALS AND ACTIVITIES FROM SEVERAL CONTENT AREAS FOCUSING ON A THEME.

4.4.4.2 MANY UNITS FOCUSING ON VARIOUS SKILLS HAVE ALREADY BEEN DEVELOPED BY SCHOOL DISTRICT PERSONNEL.

(DISTRIBUTE H-15) ENTERING THE WORLD OF WORK
(DISTRIBUTE H-16) SMALL ENGINES
(DISTRIBUTE H-17) WELDING

4.4.4.3 DEVELOPING UNITS.

- CLEARLY IDENTIFY THE THEME
- STATE THE RATIONALE AS RELATED TO THE STUDENT'S NEEDS
- ESTABLISH RELEVANT GENERAL OBJECTIVES
- ESTABLISH SPECIFIC OBJECTIVES IN TERMS OF: THEMATIC FACTORS, SKILLS ACQUISITION, MAINTENANCE, PROFICIENCY AND GENERALIZATION
- IDENTIFY CURRICULAR AREAS INCLUDED (E.G., READING, MATH, WRITING, MUSIC)
- OUTLINE HOW EACH AREA WILL BE INCORPORATED
- IDENTIFY DAILY SEQUENCE OF ACTIVITIES (FOR APPROXIMATELY 10-20 SESSIONS)
- ENSURE THAT ACTIVITIES RELATE TO UNIT OBJECTIVES
- OUTLINE OVERALL PLAN FOR EVALUATION OF UNIT
- SPECIFY OUTCOMES IN TERMS OF LEARNER PERFORMANCE AND INSTRUCTIONAL EFFECTIVENESS
- IDENTIFY RESOURCES AVAILABLE FOR STUDENT USE AND INSTRUCTOR PREPARATION
- MEDIA CAN INCLUDE BOOK, ARTICLES, AUDIOVISUAL MATERIALS AND SPEAKERS

4.4.4.4 TRAINING PACKAGES AVAILABLE.

- SOUTHWEST IOWA LEARNING RESOURCES CENTER IN READ OAK, IOWA TITLED PROJECT DISCOVERY.
- BUILDING MAINTENANCE AND REPAIR PROGRAM IDEAL DEVELOPMENTAL LABS OF WEST ALLIS, WISCONSIN.
- SKILLS ORIENTATION SERIES FOR SINGER CAREER SYSTEMS: ROCHESTER, NEW YORK.

4.4.5 WORK EXPERIENCE OR WORK STUDY.

4.4.5.1 COMBINES EMPLOYMENT AND ACADEMICS.

4.4.5.2 SUPERVISED BY SCHOOL PERSONNEL.

4.4.6 WORK AND JOB SAMPLES.

4.4.6.1 WORK SAMPLES - A SIMULATED TASK OR WORK ACTIVITY FOR WHICH THERE EXISTS NO INDUSTRIAL BUSINESS, OR OTHER COUNTERPART.

4.4.6.2 JOB SAMPLES - MODELS OR REPRODUCTIONS OF A JOB OR JOB PART THAT EXISTS IN AN INDUSTRIAL, BUSINESS, OR OTHER SETTING -- INCLUDING THE USE OF TOOLS OF THE TRADE AND THE STANDARDS AND THE NORMS ASSOCIATED WITH THAT JOB.

4.4.6.3 THEY ARE COMMERCIALLY AVAILABLE; HOWEVER, VERY EXPENSIVE (DISTRIBUTE H-18).

4.4.6.4 USED FOR VOCATIONAL EVALUATION AND CAREER DECISION MAKING AND CAREER EXPLORATION.

4.4.7 WORK ADJUSTMENT

4.4.7.1 ESSENTIALLY AN EMPLOYMENT CONTEXT (E.G., WORK EXPERIENCE OR WORK SAMPLES).

4.4.7.2 FOCUSES ON PERSONAL/SOCIAL SKILLS AND JOB READINESS SKILLS.

4.4.8 OTHER ACTIVITIES.

4.4.8.1 FIELD TRIPS.

4.4.8.2 COMMUNITY SPEAKERS.

4.4.8.3 FILMS.

4.4.8.4 LECTURES.

4.4.9 MODIFIED ADAPTED ACTIVITIES FROM REGULAR VOCATIONAL CLASSES.

4.4.9.1 PROVIDE STUDENTS WITH A TOPICAL OUTLINE OF THE COURSE THAT REFLECTS THE GENERAL FLOW OF THE CONTENT. INCLUDE KEY CONCEPTS, ANTICIPATED ACCOMPLISHMENTS.

4.4.9.2 PROVIDE STUDENTS WITH A STUDY GUIDE INCLUDING:

A) SPECIFIC OBJECTIVES

B) PERIOD OF TIME DURING WHICH THE LEARNING OBJECTIVES WILL BE COMPLETED

C) SPECIFIC PRODUCTS OF STUDY SUCH AS REPORTS AND EXPERIMENTS WITH SAMPLES

D) SPECIFIC READING ASSIGNMENTS AND OTHER LEARNING ACTIVITIES

E) EVALUATIVE CRITERIA INCLUDING SAMPLE TEST ITEMS

4.4.9.3 PROVIDE STUDENTS WITH A TECHNICAL VOCABULARY AND GLOSSARY.

4.4.9.4 PROVIDE ADVANCED ORGANIZERS FOR READING ASSIGNMENTS.

4.4.9.5 PROVIDE STUDENTS WITH A SUMMARY OF CONCEPTS FOR READING AND LECTURES.

4.4.9.6 UTILIZE ADDITIONAL AUDIO-VISUAL AIDS.

4.4.9.7 PROVIDE STUDENTS WITH ALTERNATE OPTIONS FOR RESPONDING.

4.4.9.8 PROVIDE STUDENTS WITH ALTERNATE FORMATS FOR TESTS.

4.4.9.9 PROVIDE STUDENTS WITH TAPED LECTURES.

4.4.9.10 PROVIDE STUDENTS WITH COMPRESSED TEXTS.

4.4.9.11 PROVIDE STUDENTS WITH TAPED TEXTS.

4.5 SUMMARY.

4.5.1 STARTING POINT IS DELINEATION OF SKILLS THAT THE PROGRAM WILL TARGET FOR DEVELOPMENT.

4.5.2 IT MAY NOT BE NECESSARY OR EVEN POSSIBLE TO INCLUDE ALL SKILL AREAS LISTED.

4.5.3 ACTIVITIES TO DEVELOP THE SKILLS WILL BE DEPENDENT UPON THE CONTEXT OR SITUATIONS AVAILABLE FOR TRAINING.

4.5.4 ACTIVITIES SHOULD DIRECTLY RELATE TO THE SKILLS TARGETED FOR DEVELOPMENT.

4.5.5 THE PROGRAM SHOULD INCLUDE SOME TYPE OF ACTUAL WORK EXPERIENCE.

5.0 CONCLUSION

5.1 INTERDISCIPLINARY COOPERATION IS ESSENTIAL.

5.1.1 SPECIAL EDUCATION.

5.1.2 VOCATIONAL EDUCATION.

5.1.3 REGULAR EDUCATION.

5.1.4 COUNSELORS.

5.1.5 PROBATION OFFICERS.

5.1.6 SOCIAL WORKERS.

5.1.7 OTHERS.

5.2 MAJOR WEAKNESSES OF VOCATIONAL SPECIAL EDUCATION PROGRAMS.

5.2.1 TRAINING BASED ON LOW ACHIEVEMENT EXPECTATIONS.

5.2.2 LACK OF FUNDS, GOOD FACILITIES, EQUIPMENT AND MATERIALS.

5.2.3 POOR SUPERVISION AND MONITORING OF PROGRAMS.

5.2.4 TOO FEW EFFECTIVE INSTRUCTORS.

5.2.5 FAILURE TO PREPARE THE ENVIRONMENT FOR THE STUDENT AND THE STUDENT FOR THE ENVIRONMENT.

5.2.6 FAILURE TO SEEK ASSISTANCE FROM OUTSIDE THE PROGRAM.

5.2.7 FAILURE TO MAKE PROGRAMS RELEVANT TO THE JOB MARKET AND THE ENVIRONMENT TO WHICH THE STUDENT WILL RETURN.

5.3 RECOMMENDED OUTLINE FOR DEVELOPING A VOCATIONAL SPECIAL EDUCATION PROGRAM.

5.3.1 ESTABLISH AN ADVISORY COMMITTEE.

5.3.2 DEFINE THE TARGET POPULATION.

5.3.3 REVIEW LAWS AND REGULATIONS.

5.3.4 DETERMINE DEMOGRAPHIC CHARACTERISTICS.

5.3.5 REVIEW RESOURCES.

5.3.6 SPACE AND EQUIPMENT.

5.3.7 COMMUNITY SERVICE.

5.3.8 DETERMINE TENTATIVE PROGRAM TYPE.

5.3.9 COMPLETE FINAL REPORT.

ALLEY, G., & DESHLER, D. (1979). TEACHING THE LEARNING DISABLED ADOLESCENT: STRATEGIES AND METHODS. DENVER, CO: LOVE PUBLISHING.

BLACKHURST, A. E. (1977). COMPETENCY-BASED SPECIAL EDUCATION PERSONNEL PREPARATION. IN R. D. KNEEDLER, & S. G. TARVER (EDS.), CHANGING PERSPECTIVE IN SPECIAL EDUCATION (PP. 156-182). COLUMBUS, OH: MERRILL PUBLISHING.

BROLIN, D. E. (1982). VOCATIONAL PREPARATION OF PERSONS WITH HANDICAPS. COLUMBUS, OH: MERRILL PUBLISHING.

BROLIN, D. E. (SEPTEMBER, 1974). PROGRAMMING THE RETARDED IN CAREER EDUCATION. WORKING PAPER, NUMBER 1. COLUMBIA, MO: UNIVERSITY OF MISSOURI - COLUMBIA.

CLARK, G. M. (1982). CAREER AND VOCATIONAL PROGRAMMING. IN E. L. MEYEN (ED.), EXCEPTIONAL CHILDREN AND YOUTH: AN INTRODUCTION (PP. 145-167). DENVER, CO: LOVE PUBLISHING.

CLARK, G. M. (1979). CAREER EDUCATION FOR THE HANDICAPPED CHILD IN THE ELEMENTARY CLASSROOM. DENVER, CO: LOVE PUBLISHING.

ENGSTROM, K., & PUTNAM, K. (1981). GUIDE TO THE INDIVIDUALIZED PLANNING PROCESS FOR HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION AND ACCOMPANYING TRAINING PACKAGE (#02178). BELMONT, MA (26 BRIGHTON STREET): CRC EDUCATION AND HUMAN DEVELOPMENT, INC.

GINZBERG, E., GINSBURG, S. W., AXELRAD, S., & HERMA, J. L. (1951). OCCUPATIONAL INFORMATION: AN APPROACH TO A GENERAL THEORY. NEW YORK: COLUMBIA UNIVERSITY PRESS.

JOHNSON, C. M. (1979). EXPANDING WORK OPTIONS FOR EXCEPTIONAL STUDENTS. RESTON, VA: THE COUNCIL FOR EXCEPTIONAL CHILDREN.

JOHNSON, C. M. (1980). PREPARING HANDICAPPED STUDENTS FOR WORK: ALTERNATIVE FOR SECONDARY PROGRAMMING. RESTON, VA: THE COUNCIL FOR EXCEPTIONAL CHILDREN.

MACER, R. A., & BUFFER, J. J. (NO DATE.) DIMENSIONS OF VOCATIONAL EDUCATION TO SERVE SPECIAL NEEDS PERSONS. COLUMBUS, OH: THE OHIO STATE DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION.

MARSH, G. E., & PRICE, B. J. (1980). METHODS FOR TEACHING MILDLY HANDICAPPED ADOLESCENTS. ST. LOUIS, MO: THE C.V. MOSBY CO.

MARSH, G. E., PRICE, B. J., & SMITH, T. E. (1983). TEACHING MILDLY HANDICAPPED STUDENTS: METHODS AND MATERIALS. ST. LOUIS, MO: THE C.V. MOSBY CO.

MCKINNEY, L. A. (1979). DEVELOPMENT OF INDIVIDUALIZED EDUCATION PROGRAMS (IEP'S) FOR THE HANDICAPPED IN VOCATIONAL EDUCATION. COLUMBUS, OH (1960 KENNY ROAD): THE OHIO STATE UNIVERSITY, NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION.

MCMURRIN, S. M. (ED.). (1971). FUNCTIONAL EDUCATION FOR DISADVANTAGED YOUTH. NEW YORK: COMMITTEE FOR ECONOMIC DEVELOPMENT.

PLATT, J. S. (1984). EDUCATIONAL PROGRAMMING FOR HANDICAPPED OFFENDERS: A COMPREHENSIVE FUNCTIONAL APPROACH. UNPUBLISHED MANUSCRIPT. UNIVERSITY OF WEST VIRGINIA.

PLATT, J. S., TUNICK, R. H., & WEINKE, W. D. (1982). DEVELOPING THE WORK AND LIFE SKILLS OF HANDICAPPED INMATES. CORRECTIONS TODAY, 44, 66-73.

TOWNE, D. C., & WALLACE, S. (1972). VOCATIONAL INSTRUCTIONAL MATERIALS FOR STUDENTS WITH SPECIAL NEEDS. PORTLAND, OR: NORTHWEST REGIONAL EDUCATIONAL LABORATORY. (AVAILABLE FROM: DOUGLAS TOWNE, SPECIAL NEEDS PROJECT, NORTHWEST REGIONAL EDUCATIONAL LABORATORY, 710 S. W. SECOND AVENUE, PORTLAND, OREGON 97204).

WEISGERBER, R. A. (ED.). (1978). VOCATIONAL EDUCATION: TEACHING THE HANDICAPPED IN REGULAR CLASSES. RESTON, VA: THE COUNCIL FOR EXCEPTIONAL CHILDREN.

WOOD, J. W. (1984). ADAPTING INSTRUCTION FOR THE MAINSTREAM. COLUMBUS, OH: MERRILL PUBLISHING.

T-1

VOCATIONAL EDUCATION

REFERS TO

ANY REGULAR HIGH SCHOOL VOCATIONAL PROGRAMS AVAILABLE IN A SCHOOL DISTRICT REGARDLESS OF THE SOURCE OF FUNDING FOR THE PROGRAM.

- AGRICULTURE
- BUSINESS AND OFFICE
- TRADE AND INDUSTRIAL
- HEALTH OCCUPATIONS

T-2

ADAPTED VOCATIONAL EDUCATION

REPRESENTS

ALTERATIONS OR ACCOMMODATIONS IN ANY ONE OR MORE OF THE AVAILABLE REGULAR VOCATIONAL EDUCATION PROGRAMS

- CURRICULAR MODIFICATIONS
- CHANGES IN MODALITY OF INSTRUCTION
- SPECIAL INSTRUCTIONAL AIDS FOR TEACHER

T-3

SPECIAL VOCATIONAL/OCCUPATIONAL TRAINING PROGRAMS

PROGRAMS DESIGNED SPECIFICALLY FOR SELECTED VOCATIONAL OR OCCUPATIONAL EDUCATION NOT AVAILABLE IN AN ADAPTED VOCATIONAL PROGRAM

WORK STUDY PROGRAMS

GENERAL INDUSTRIAL TRAINING

T-4

VOCATIONAL EDUCATION IN CORRECTIONS

INSTRUCTION OFFERED WITHIN CORRECTIONAL SYSTEMS TO ENABLE OFFENDERS TO BE EMPLOYMENT READY UPON THEIR RETURN TO FREE SOCIETY. IT INVOLVES THE DEVELOPMENT OF:

- BASIC SKILLS
- SPECIFIC OCCUPATIONAL TRAINING
- JOB READINESS TRAINING
  - MOTIVATION
  - GOOD WORK HABITS
  - SURVIVAL SKILLS

OBJECTIVES

1. DEFINE VOCATIONAL SPECIAL EDUCATION

2. PROVIDE A RATIONALE FOR VOCATIONAL SPECIAL EDUCATION PROGRAMS WITHIN CORRECTIONAL FACILITIES

3. LIST THE SKILL AREAS AND KNOWLEDGE NECESSARY FOR OFFENDERS TO OBTAIN AND MAINTAIN COMPETITIVE EMPLOYMENT

4. WRITE SKILLS AS COMPLETE BEHAVIORAL OBJECTIVES

5. IDENTIFY CURRENT AND FUTURE TRAINING SITES/SITUATIONS FOR THEIR PROGRAMS

6. DESCRIBE PROCEDURES FOR OBTAINING INSTRUCTIONAL MATERIALS AND RECOMMENDED ACTIVITIES FOR INCLUSION IN A VOCATIONAL SPECIAL EDUCATION PROGRAM

7. FORMULATE A SET OF SPECIFIC PLANS TO DESIGN A VOCATIONAL SPECIAL EDUCATION PROGRAM

T-6

EDUCATIONAL HISTORY & CHARACTERISTICS OF TYPICAL HANDICAPPED JUVENILE & ADULT OFFENDERS

LACK OF SCHOOL SUCCESS

NON-FUNCTIONAL CURRICULA

LABELING

T-7

EMPLOYMENT AND VOCATIONAL TRAINING HISTORY

Lack of Training and/or Job Opportunities

Disproportionate representation on unemployment roles

Exclusion from Traditional Vocational Programs

No Previous Vocational Training

T-8

VOCATIONAL TRAINING OPTIONS FOR HANDICAPPED OFFENDERS

- Exclusion from Traditional Vocational Programs
- Low Funding for Vocational Education Programs
- Overemphasis on Academics
- Correctional Educators Academically Oriented
- Lack of Specialized Programs for Handicapped Offenders

T-9

LEGAL MANDATES

EDUCATION OF ALL HANDICAPPED CHILDREN ACT

VOCATIONAL REHABILITATION ACT

T-10

REHABILITATION

SINCE THE CHIEF GOAL OF THIS PROCESS IS INDEPENDENCE, IT REQUIRES THE DEVELOPMENT OF SKILLS TO HELP A PERSON SUCCESSFULLY COMPETE IN THE WORLD OF WORK.

T-11

MOTIVATION

MOST OFFENDERS PLACE A HIGH VALUE ON ECONOMIC INDEPENDENCE; HOWEVER, THEY LACK NECESSARY JOB-RELATED SKILLS.

T-12

STRUCTURE OF VOCATIONAL SPECIAL EDUCATION PROGRAMS

1. CLASSROOM-BASED PROGRAMS
2. REGULAR VOCATIONAL EDUCATION PROGRAMS
3. ADAPTED VOCATIONAL EDUCATION/PRE-VOCATIONAL CLASSES
4. INSTITUTIONAL MAINTENANCE PROGRAMS
5. PRISON INDUSTRY PROGRAMS
6. WORK RELEASE PROGRAMS
7. HALFWAY HOUSE PROGRAMS

T-13

EVALUATING CURRICULUM MATERIALS

Before purchasing materials you should look for and/or consider the following:

1. Reading and Comprehension Levels
2. Rationale Statements Explaining Importance of Subject Matter
3. Clearly Stated Objectives in Behavioral Terms
4. Adequate Pre-assessment Materials
5. Sequential and Logical Skill Development
6. Variety of Learning Activities for Each Instructional Objective
7. Short-Term Post-Assessment Activity

T-14

ESTABLISH ADVISORY COMMITTEE

1. ORGANIZE A REPRESENTATIVE BODY WITH MEMBERS HAVING A VARIETY OF EXPERTISE

2. SELECT A CHAIRPERSON

3. SELECT A RECORDER

4. CHARGE THE COMMITTEE WITH THE TASK OF STUDYING THE PROBLEM

5. ORGANIZE MEETINGS, STUDY AND RESEARCH SESSIONS, AND SUBCOMMITTEES

T-15

DEFINE TARGET POPULATION

1. USE THE STATE DEFINITIONS OF HANDICAPPING CONDITIONS
2. ESTIMATE THE NUMBER AND LOCATION OF STUDENTS IN THE TARGET GROUP
3. LIST STUDENTS BY AGE, SEX, AND GRADE
4. ESTIMATE THE INCIDENCE OF ANY SUPERIMPOSED MEDICAL CONDITIONS
5. ESTIMATE THE NUMBER OF TRAGET STUDENTS WHO WOULD BE CAPABLE OF MEETING ADMISSION CRITERIA FOR POSTSECONDARY PROGRAMS
6. IDENTIFY THE NUMBER AND TYPES OF JOBS THAT MIGHT BE PERFORMED BY STUDENTS IN THE TARGET GROUP
7. IDENTIFY THE JOBS AVAILABLE IN THE COMMUNITY OR IN NEARBY COMMUNITIES
8. OTHER

REVIEW LAWS AND REGULATIONS

1. REVIEW STATE LAWS AND GUIDELINES PERTAINING TO SPECIAL EDUCATION, VOCATIONAL EDUCATION, REHABILITATION, AND REFERENCES TO ELIGIBILITY

2. REVIEW LAWS PERTAINING TO CHILD LABOR, CHILD ABUSE, PEONAGE, MINIMUM WAGE AND WORKING CONDITIONS, AND GENERAL SCHOOL LAWS

3. SUMMARIZE LAWS FOR TARGET POPULATION AS THEY RELATE TO:
   - A. DIAGNOSIS
   - B. EVALUATION
   - C. TREATMENT
   - D. TRAINING
   - E. EDUCATION
   - F. SHELTERED EMPLOYMENT
   - G. TRANSPORTATION
   - H. RESTRICTIONS ON PLACEMENT AND TRAINING ACTIVITIES
   - I. OTHER

DETERMINE DEMOGRAPHIC CHARACTERISTICS

1. USE A MAP OF THE COMMUNITY AND INDICATE POPULATION DENSITY

2. SUPERIMPOSE LOCATION OF UNIT OF INTEREST (SCHOOL, DISTRICT)

3. LOCATE JUNIOR AND SENIOR HIGH SCHOOLS ON MAP

4. LOCATE AND IDENTIFY BUSINESS AND INDUSTRIAL JOB SITES PROPOSED FOR TARGET POPULATION

5. DETERMINE RATE OF UNEMPLOYMENT BY JOB CATEGORY

6. CONTACT EMPLOYERS (SURVEY INSTRUMENT) AND DETERMINE EMPLOYER NEEDS (SPECIALIZED TRAINING AND SO FORTH)

7. OTHER

REVIEW RESOURCES

1. Local sources
   - School Budget
   - Possible private or nonprofit organizations

2. State sources
   - Rate of reimbursement for special education, vocational education, and support services
   - Other

3. Federal sources
   - Vocational education acts
   - Rehabilitation acts
   - Titles of elementary and secondary education act
   - Developmental disabilities act
   - Other

4. Grants
   - Bureau of Education for the Handicapped
   - Bureau of Occupational and Adult Education
   - Social and Rehabilitation Services
   - Rehabilitation Services Administration
   - State grants
   - Private
   - Other

T-19

SPACE AND EQUIPMENT

A. ESTIMATE EQUIPMENT NEEDS

B. DETERMINE SPACE NEEDS AND EXPLORE THE POSSIBILITY OF FINDING LOW-COST OR RENT-FREE SPACE IN COMMUNITY

T-20

COMMUNITY SERVICES

A. DETERMINE SCOPE AND EXTENT OF COMMUNITY SERVICES

B. DETERMINE POSSIBLE INPUT OF LABOR AND TRADE UNIONS

C. DETERMINE POSSIBLE RELATIONSHIP WITH VOCATIONAL-TECHNICAL SCHOOLS

D. ASSESS THE NATURE AND EXTENT OF EXISTING VOCATIONAL SERVICES IN THE SCHOOLS AND COMMUNITY COLLEGES

E. ESTIMATE POSSIBLE USE OF COOPERATIVE PROGRAMS

F. OTHER

T-21

DETERMINE TENTATIVE PROGRAM TYPE

A. UTILIZING THE AVAILABLE DATA, PROPOSE PROGRAM TYPES THAT MIGHT BE IMPLEMENTED (HIGH-COST, LOW-COST, AND SO FORTH)

B. PROJECT STAFF NEEDS, BUDGETS, SPACE NEEDS, AND OTHER SIGNIFICANT COSTS

C. ESTIMATE EQUIPMENT NEEDS AND OPERATING BUDGET

****

T-22

FINAL REPORT

A. PRODUCE FINAL REPORT

B. REPORT TO CONVENING BODY

1.0 OCCUPATIONAL AWARENESS

1.1 Knowing and Exploring Occupational Possibilities

1.1.1 Identify the personal values met through work. The student should understand his/her own personal values and needs satisfied by work.
- 1.1.1.1 Recognize that work is necessary to obtain economic independence
- 1.1.1.2 Identify the role of employment in building personal and social relationships
- 1.1.1.3 Identify personal needs that can be met through work
- 1.1.1.4 Describe how work relates to one's self-esteem

1.1.2 Identify the societal values met through work. The student should understand how occupations relate to the needs and functions of society.
- 1.1.2.1 Identify ways in which individual workers help society e.g., contribute goods and services, pay taxes
- 1.1.2.2 Identify ways in which members of specific occupations contribute to society, e.g., production workers, professionals
- 1.1.2.3 Identify ways in which workers on different jobs are interdependent
- 1.1.2.4 Describe societal rewards for different occupations, e.g., income, esteem

1.1.3 Identify the remunerative aspects of work. The student should understand that there are various forms of compensations for work, e.g., piece rates, salaries, hourly wages, commissions
- 1.1.3.1 Identify reasons why people are paid for working, e.g., they are doing a service, they meet a need
- 1.1.3.2 Identify reasons why some jobs pay better than others, e.g., more training involved, higher level of skill
- 1.1.3.3 Discuss meeting personal needs through wages, e.g., purchasing clothes, food, shelter
- 1.1.3.4 Describe the positive and negative aspects of different kinds of wages, e.g., piece rate versus hourly wage

1.1.4 Understand classification of jobs into different occupational systems. The student should understand that jobs may be classified into different occupational categories
- 1.1.4.1 Identify the major categories of jobs relevant to his/her interests
- 1.1.4.2 Identify general job categories, e.g., white versus blue collar, service versus production, skilled versus unskilled
- 1.1.4.3 Describe training requirements and wages relating to common job classifications

1.1.5 Identify occupational opportunities available locally. The student should be aware of employment opportunities in his/her own community. He/she should also be aware that opportunities vary in different localities

1.1.5.1 List sources of information about employment opportunities

1.1.5.2 Locate sources of information about employment opportunities

1.1.5.3 Utilize the sources of information about employment opportunities (e.g., read want ads, meet with placement specialists)

1.1.5.4 Describe differences and employment opportunities in varying localities, e.g., rural versus urban, small versus large cities

1.1.6 Identify sources of occupational information. The student should be familiar with persons/agencies, as well as directories providing information about occupations

1.1.6.1 Identify sources of occupational information, e.g., Occupational Outlook Handbook, guidance counselor, employment service

1.1.6.2 Identify the kinds of information provided by each source

2.0 DECISION MAKING

2.1 Identify major occupational needs

2.1.1 The student should be aware of his/her personal needs which can be met through employment.

- 2.1.1.1 Identify the criteria he/she would use in selecting an occupation, e.g., salary, type of environment, type of responsibilities
- 2.1.1.2 Relate his/her needs to a specific occupational environment, e.g., outdoors versus indoors, factory versus community
- 2.1.1.3 Relate his/her needs to a specific job, e.g., directing others, working alone, having specific responsibilities
- 2.1.1.4 Identify personal/social needs met through work, e.g., acceptance, approval, friendship
- 2.1.1.5 Identify status needs met through work, e.g., standard of living, respect

2.2 Identify major occupational interests

2.2.1 The student should be aware of his/her personal preferences regarding the different occupational groups.

- 2.2.1.1 Identify one or more occupations he/she is interested in pursuing
- 2.2.1.2 Describe the characteristics of that occupation or occupations that enable him/her to pursue interests
- 2.2.1.3 Describe ways that an occupation relates to future goals

2.3 Identify occupational aptitudes

2.3.1 The student should be aware of his/her own strengths and weaknesses as they relate specifically to his/her future in the world of work

- 2.3.1.1 Identify different aptitudes necessary in the performance of various jobs, e.g., speed, accuracy, manual dexterity, reading ability
- 2.3.1.2 Identify personal aptitudes, e.g., speed, accuracy, fine motor coordination, eye-hand coordination
- 2.3.1.3 Identify activities which can improve aptitudes necessary for a personally preferred job
- 2.3.1.4 Practice remedial activities

2.4 Identify requirements of appropriate and available jobs

2.4.1 The student should be able to understand and identify prerequisite skills and training necessary for available jobs

- 2.4.1.1 List the requirements for jobs of interest
- 2.4.1.2 Determine the extent to which personal qualifications are commensurate with requirements of jobs of interest
- 2.4.1.3 Identify alternatives for occupations for which personal qualifications are not commensurate with identified requirements

3.0 DAILY LIVING SKILLS

3.1 Managing Family Finances

3.1.1 Identify money and make correct change. The student should be able to use common denominations of currency in daily activities.
- 3.1.1.1 Identify various forms of currency by size and denomination
- 3.1.1.2 Count money in coin and bill denominations
- 3.1.1.3 Make correct change from both coins and bills

3.1.2 Make wise expenditures. The student should be able to use available information to purchase necessities within his/her income
- 3.1.2.1 Demonstrate the ability to read and use tags and labels in common purchasing.
- 3.1.2.2 Categorize purchasable items in regard to quality and quantity
- 3.1.2.3 Identify and differentiate luxury and necessity purchases in the areas of food, clothing, housing, and transportation
- 3.1.2.4 Differentiate between regular and sale items

3.1.3 Obtain and use bank and credit services. The student should be able to use common banking services
- 3.1.3.1 Open a checking account
- 3.1.3.2 Open a savings account
- 3.1.3.3 Write checks, make deposits, and record checking transactions
- 3.1.3.4 Make deposits, withdrawals, and record savings transactions
- 3.1.3.5 Identify resources for obtaining loans

3.1.4 Keep basic financial records. The student should be able to construct and use a simple budget
- 3.1.4.1 Construct a personal budget (weekly, biweekly, or monthly
- 3.1.4.2 Identify information and items which should be retained
- 3.1.4.3 Record major income and expenses
- 3.1.4.4 Calculate balances of major debts

3.1.5 Calculate and pay taxes. The student should be aware of basic yearly taxes and the procedures for their computation and filing
- 3.1.5.1 List taxes normally assessed in the geographical area
- 3.1.5.2 Identify deadlines for payment of common taxes
- 3.1.5.3 Complete tax forms
- 3.1.5.4 Identify sources for assistance with calculation/filing common taxes

3.2 Selecting, Managing, and Maintaining a Home

3.2.1 Select adequate housing. The student should be aware of his/her housing needs and resources to meet these needs

3.2.1.1 Identify personal or family housing requirements, e.g., space, location
3.2.1.2 Identify types of housing available in the community
3.2.1.3 Identify advantages and disadvantages of different types of housing
3.2.1.4 Identify procedures for renting a house or apartment
3.2.1.5 Identify procedures for buying a house

3.2.2 Maintain a home. The student should be able to perform routine home cleaning and maintenance
3.2.2.1 List routing cleaning and maintenance activities
3.2.2.2 Identify the uses of common household cleaning products and equipment, e.g., detergents, vacuum cleaner
3.2.2.3 Outline a weekly housekeeping routing
3.2.2.4 Use common cleaning products and equipment

3.2.3 Use basic appliances and tools. The student should be able to use basic equipment for home maintenance
3.2.3.1 Identify common appliances and tools found in the home
3.2.3.2 Demonstrate the use of basic appliances and tools
3.2.3.3 Demonstrate safety procedures when using appliances and tools
3.2.3.4 Perform basic home repairs, e.g., lights, locks, painting

3.2.4 Maintain home exterior. The student should be able to perform routine exterior repairs and maintenance
3.2.4.1 Identify basic appliances and tools used in exterior maintenance, e.g., ladder, rake, lawnmower
3.2.4.2 Demonstrate the use of basic appliances and tools
3.2.4.3 Demonstrate safety procedures when using appliances and tools
3.2.4.4 Perform common exterior home maintenance and repairs, e.g., grass cutting, painting

3.3 Caring for Personal Needs

3.3.1 Dress appropriately. The student should dress appropriately for work, social, and leisure activities according to weather conditions
3.3.1.1 List clothing appropriate for different weather conditions
3.3.1.2 List clothing appropriate for different activities
3.3.1.3 Select appropriate clothing for a given occasion

3.3.2 Exhibit proper grooming and hygiene. The student should be able to care for his/her own personal appearance and hygiene
3.3.2.1 Demonstrate the ability to wash individual body parts and use of bathtub/shower
3.3.2.2 Demonstrate proper oral hygiene, e.g., brushing, flossing
3.3.2.3 Demonstrate proper use of deodorant, hair care products, manicure products, etc.

3.3.3 Demonstrate knowledge of physical fitness, nutrition, and weight control. The student should be able to combine nutrition and exercise in order to maintain normal fitness and weight
3.3.3.1 List ways in which nutrition relates to health

BEST COPY AVAILABLE

3.3.3.2 List ways in which exercise relates to health
3.3.3.3 Describe meals balanced for nutritional and calorie content
3.3.3.4 Perform common physical exercise, e.g., walking, jogging

3.3.4 Demonstrate knowledge of common illness prevention and treatment
3.3.4.1 List major symptoms of common illnesses
3.3.4.2 Identify potential hazards found in the home
3.3.4.3 List health reasons for cleanliness
3.3.4.4 Identify resources for assistance with medical problems
3.3.4.5 List common medicines found in the home and their uses
3.3.4.6 Demonstrate basic first aid techniques

3.4 Raising Children and Enriching Family Living

3.4.1 Prepare for adjustment to marriage. The student should recognize basic adjustments and responsibilities involved in marriage and aids to those adjustments
3.4.1.1 Identify personal adjustments in marriage
3.4.1.2 Describe personal responsibilities in marriage
3.4.1.3 Describe joint responsibilities in marriage
3.4.1.4 List reasons for family planning
3.4.1.5 List methods of contraception

3.4.2 Prepare for raising children (physical care). The student should be aware of basic responsibilities and methods involved with the physical care of children
3.4.2.1 List responisibilities involved in child care
3.4.2.2 Demonstrate procedures for care of child's physical health
3.4.2.3 Demonstrate basic safety measures for protection of children
3.4.2.4 Identify symptoms of common childhood illnesses
3.4.2.5 List basic stages of child development

3.4.3 Prepare for raising children (psychological care). The student should be aware of the basic psychological needs of children
3.4.3.1 Recognize the child's relationship to the family
3.4.3.2 Identify the child's psychological needs, e.g., love, support, acceptance
3.4.3.3 List parental responsibilities involved in the psychological care of children
3.4.3.4 List ways to meet parental responsibilities
3.4.3.5 Identify common family problems and ways of dealing with these problems

3.4.4 Practice family safety in the home. The student should be aware of common health hazards and precautions
3.4.4.1 List potential safety hazards in the home
3.4.4.2 Identify appropriate action to take in the event of an accident
3.4.4.3 Demonstrate appropriate first aid for home accidents, e.g., cuts, burns
3.4.4.4 Identify potential dangers to children outside the home

3.5 Buying and Preparing Food

- 3.5.1 Demonstrate appropriate eating skills. The student should be able to employ common table etiquette
  - 3.5.1.1 Understand the need for proper manners and eating behavior
  - 3.5.1.2 Eat a meal using proper etiquette
  - 3.5.1.3 Serve different types of food properly
  - 3.5.1.4 Eat a meal at a restaurant or public place
- 3.5.2 Plan balanced meals. The student should be able to plan all basic components of a balanced meal
  - 3.5.2.1 Identify the basic food groups required in each meal
  - 3.5.2.2 Identify appropriate foods eaten at the three typical daily meals
  - 3.5.2.3 Describe the time required to prepare foods from the basic food groups
  - 3.5.2.4 Plan a meal within a personal budget
- 3.5.3 Purchase food. The student should be able to shop for and select basic foods within a personal budget
  - 3.5.3.1 Construct a shopping list within a budget
  - 3.5.3.2 Recognize the cost per unit of basic foods, e.g., quart of milk, dozen eggs, loaf of bread
  - 3.5.3.3 Distinguish the quality of perishable foods
  - 3.5.3.4 Identify different types and cuts of meat, fish, and poultry
  - 3.5.3.5 Use newspaper ads to take advantage of sales
  - 3.5.3.6 Locate various food retailer locations
- 3.5.4 Prepare meals. The student should master the basic health, safety, counting and measuring, and recipe reading skills involved in food preparation
  - 3.5.4.1 Identify food preparation procedures, e.g., washing, peeling, cooking
  - 3.5.4.2 Follow written instructions to prepare food
  - 3.5.4.3 State the use of basic appliances and cooking utensils
  - 3.5.4.4 Define basic liquid and solid measures
  - 3.5.4.5 Practice kitchen safety procedures
  - 3.5.4.6 Prepare a complete meal for one or more people
- 3.5.5 Clean food preparation areas. The student should understand the need for cleanliness and basic kitchen cleaning procedures
  - 3.5.5.1 Maintain personal hygiene in food preparation areas
  - 3.5.5.2 List reasons for cleaning work area and materials after food preparation
  - 3.5.5.3 Demonstrate appropriate cleaning procedures
  - 3.5.5.4 Demonstrate proper waste disposal
- 3.5.6 Store food. The student should be able to store food so that it will not spoil or be damaged
  - 3.5.6.1 Recognize the need for proper food storage
  - 3.5.6.2 Identify appropriate food storage techniques for different foods
  - 3.5.6.3 Identify ways in which food may spoil
  - 3.5.6.4 Demonstrate appropriate food storage procedures

3.6 Buying and caring for clothing

- 3.6.1 Wash clothing. The student should be able to launder his/her own clothing
  - 3.6.1.1 Describe common laundry products and equipment and their uses
  - 3.6.1.2 Demonstrate appropriate laundering procedures for different types of clothing
  - 3.5.1.3 Use the facilities at a laundromat
- 3.6.2 Iron and store clothing. The student should be able to iron different types of fabrics and articles of clothing as well as store clothing appropriately
  - 3.5.2.1 Identify proper ironing temperature for common fabrics
  - 3.5.2.2 Demonstrate proper ironing techniques for basic clothing articles
  - 3.5.2.3 Demonstrate appropriate safety precautions for using ironing equipment
  - 3.5.2.4 Identify when, how, and where to store clothing
- 3.6.3 Perform simple mending. The student should be able to repair damaged or worn clothing by hand/machine
  - 3.6.3.1 Demonstrate basic hand/machine sewing
  - 3.6.3.2 Demonstrate additional repair techniques, e.g., sewn patches, iron-on patches
  - 3.6.3.3 Match colors and fabrics
- 3.6.4 Purchase clothing. The student should be able to select and purchase clothing in appropriate sizes for varying situations
  - 3.6.4.1 List basic articles of clothing, e.g., shirts, slacks, dresses, coats, shoes
  - 3.6.4.2 Identify personal body measurements
  - 3.6.4.3 List major clothing categories, e.g., dress, work, casual, sports
  - 3.6.4.4 Select a wardrobe within a personal budget

3.7 Engaging in Civic Activities

- 3.7.1 Generally understand local laws and government. The student should have a basic understanding of local laws and governmental structure
  - 3.7.1.1 List and describe basic categories of local laws, e.g., person, property, traffic
  - 3.7.1.2 Identify consequences of violating laws
  - 3.7.1.3 List basic reasons for government and laws
  - 3.7.1.4 Describe the roles and duties of local officials
- 3.7.2 Generally understand federal government. The student should have a basic understanding of the structure and purpose of federal government
  - 3.7.2.1 Define the purpose of government
  - 3.7.2.2 Generally define democracy and representative government
  - 3.7.2.3 List the three branches of government and their functions
  - 3.7.2.4 Describe the historical antecedents of the federal government
- 3.7.3 Understand citizenship rights and responsibilities. The student should be aware of basic civil rights and responsibilities
  - 3.7.3.1 List basic civil rights, e.g., equal opportunity in employment, education, protection by the law

3.7.3.2 Identify various community services available to citizens, e.g., police protection, public health
3.7.3.3 List major responsibilities of citizens, e.g., voting, paying taxes, observing laws

3.7.4 Understand registration and voting procedures. The student should be aware of basic registration and voting procedures, as well as knowing the basic time deadlines for these procedures as they relate to major elections
3.7.4.1 Identify voting requirements and procedures
3.7.4.2 Identify the importance of being an informed voter
3.7.4.3 List the dates for basic elections and the procedures for registration
3.7.4.4 Identify sources which inform the voter about election issues

3.7.5 Understand selective service procedures. Although there is no longer a draft, students should be aware of prior selective service procedures and citizen obligations. This knowledge will be particularly important in the future if women are required to participate in any future drafts
3.7.5.1 Identify who must register for the draft according to current policy
3.7.5.2 Identify when eligible draftees must register
3.7.5.3 Locate selective service offices serving a particular geographical area

3.7.6 Understand civil rights and responsibilities when questioned by the law. The student should be aware of his/her responsibility to answer inquiries from law enforcement officials as well as being aware of sources for assistance when answering these inquiries
3.7.6.1 List basic civil rights when being questioned by law enforcement officials, e.g., the right to have legal representation before questioning
3.7.6.2 Identify resources where one can acquire legal aid
3.7.6.3 Identify obligations when being questioned by law enforcement officials
3.7.6.4 Describe the basic court system and its procedures

3.8 Utilizing Recreation and Leisure Time

3.8.1 Participate actively in group activities. The student should be aware of and utilize recreational resources, particularly involving group participation
3.8.1.1 Demonstrate competence in basic physical skills
3.8.1.2 Identify reasons for participating in group activities
3.8.1.3 Demonstrate knowledge of the rules of several activities
3.8.1.4 Demonstrate good sportsmanship
3.8.1.5 Demonstrate proper care of equipment

3.8.2 Know activities and available community resources. The student should be aware of basic public and private recreational resources in the community
3.8.2.1 List activities available through both public and private community resources

3.8.2.2 Identify activities appropriate to the different seasons of the year
3.8.2.3 List the physical and/or financial requirements of common recreational activities
3.8.2.4 Participate in recreational activities outside the home

3.8.3 Understand recreational values. The student should be aware of the goal of nonwork activities in both physical and mental health
3.8.3.1 Differentiate between leisure and work time
3.8.3.2 List ways in which recreation affects both physical and mental health, e.g., maintains physical fitness, provides for emotional relaxation
3.8.3.3 List personal leisure-time requirements, e.g., the need for physical activity as a result of sedentary employment
3.8.3.4 Describe appropriate personal leisure activities

3.8.4 Use recreational facilities in the community. The student should demonstrate the ability to make use of commonly available community recreational facilities
3.8.4.1 Utilize recreational facilities and equipment in the community
3.8.4.2 Arrange transportation to recreational facilities

3.8.5 Plan and choose activities wisely. The student should be able to plan and choose leisure activities with regard to personal needs, interests, and finances
3.8.5.1 List enjoyable activities
3.8.5.2 Differentiate between activities according to cost, time, and location
3.8.5.3 Differentiate between activities done individually, small or large groups
3.8.5.4 Develop an individual plan of leisure activities

3.8.6 Plan vacations. The student should be able to plan the use of extended periods of leisure time
3.8.6.1 Identify financial considerations involved in planning a vacation
3.8.6.2 List time considerations involved in planning a vacation
3.8.6.3 List possible vacation activities
3.8.6.4 List resources available for help with making vacation plans
3.8.6.5 Describe a proposed vacation plan

3.9 Getting around the Community (Mobility)

3.9.1 Demonstrate knowledge of traffic rules and safety practices. The student should be aware of basic pedestrian and vehicle laws and practices
3.9.1.1 List basic pedestrian safety signs and procedures, e.g., crosswalks, pedestrian signals
3.9.1.2 Identify reasons for common traffic and safety rules/practices, e.g., safety, orderly movement of machines and people
3.9.1.3 Identify vehicle safety signs and procedures

3.9.2 Demonstrate knowledge and use of various means of transportation. The student should understand address systems and be able to utilize commonly available transportation
- 3.9.2.1 Demonstrate the ability to utilize local transportation
- 3.9.2.2 Demonstrate the ability to locate street addresses (e.g., differentiate directions and numbering systems)
- 3.9.2.3 Identify transportation available in the community
- 3.9.2.4 Identify transportation most appropriate for personal needs
- 3.9.2.5 Interpret city and state road maps, e.g., directions, symbols, distance

3.9.3 Drive a car. The student should prepare for an operator's examination as well as demonstrate knowledge of driving techniques for various situations
- 3.9.3.1 Demonstrate proficiency on the written portion of operator's examination
- 3.9.3.2 Perform all necessary manual operations required to pass operator's examination
- 3.9.3.3 Demonstrate knowledge of driving techniques appropriate for various weather conditions
- 3.9.3.4 Describe appropriate procedures to follow after being involved in an accident

4.0 PERSONAL-SOCIAL SKILLS

4.1 Achieving Self-Awareness

4.1.1 Attain a sense of body. The student should know how his body looks
- 4.1.1.1 Identify major parts of the body
- 4.1.1.2 List personal physical characteristics
- 4.1.1.3 Describe "typical" physical characteristics and dimensions

4.1.2 Identify interests and abilities. The student should know what he likes to do and what he is good at
- 4.1.2.1 List personal abilities
- 4.1.2.2 Identify personal interests
- 4.1.2.3 Demonstrate goal setting in relation to interests and abilities
- 4.1.2.4 List preferences that span a wide range of daily activities

4.1.3 Identify emotions. The student should be able to recognize and label his/her feelings and feelings of others
- 4.1.3.1 Identify common emotions, e.g., love, hate, happiness, sadness
- 4.1.3.2 List ways in which one's emotions affect the behavior of self and others
- 4.1.3.3 Differentiate particular emotions in self and others
- 4.1.3.4 Identify ways in which one may cope with different feelings

4.1.4 Identify needs. The student should know what his/her physical needs and psychological needs are and how these are met
- 4.1.4.1 List basic physical needs
- 4.1.4.2 List basic psychological needs
- 4.1.4.3 Identify ways to meet the physical needs
- 4.1.4.4 Identify ways to meet the psychological needs

4.1.5 Understand the physical self. The student should know the physiological changes in males and females and exhibits an awareness of sexual facts in preparation for his/her future sex role
- 4.1.5.1 Demonstrate knowledge of age-appropriate sexual information
- 4.1.5.2 List similarities and differences in male and female bodies
- 4.1.5.3 List components of own future sex role

4.2 Acquiring Self-Confidence

4.2.1 Express feelings of worth. The student should be able to tell the areas in which he/she is adequate and in which he/she is worthwhile
- 4.2.1.1 List positive physical and psychological attributes
- 4.2.1.2 Express ways in which positive attributes make him/her feel good

4.2.1.3 List characteristics necessary to feel good about oneself
4.2.1.4 Describe ways in which the action of others affects one's feelings of worth

4.2.2 Tell how others see him/her. The student should be able to identify the basic impressions he/she makes on others
4.2.2.1 List potential reactions of others to oneself
4.2.2.2 Construct a personal view of how others see oneself
4.2.2.3 Describe the relationship between own behaviors and other's reactions
4.2.2.4 Demonstrate awareness of individual difference in others

4.2.3 Accept praise. The student should be able to recognize and accept praise from others
4.2.3.1 Identify statements of praise in everyday activities
4.2.3.2 List appropriate and inappropriate responses to praise
4.2.3.3 Response to praise statements by others
4.2.3.4 List the effects of praise on oneself

4.2.4 Accept criticism. The student should be able to accept criticism and/or rejection. It is especially important that the student be able to continue in a situation in the face of criticism or rejection
4.2.4.1 Identify critical and/or rejecting types of statements
4.2.4.2 List appropriate ways to respond to criticism and/or rejection
4.2.4.3 Respond appropriately to critical statements
4.2.4.4 List the positive and negative effects of criticism on self

4.2.5 Develop confidence in self. The student should be able to focus on the positive characteristics he/she possesses in order to develop self-confidence
4.2.5.1 Identify positive characteristics of oneself in a variety of areas, e.g., school, work, recreation
4.2.5.2 List appropriate ways to express confidence in oneself
4.2.5.3 Make positive statements about oneself
4.2.5.4 Identify potential reactions of others to expressions of self-confidence

4.3 Achieving Socially Responsible Behavior

4.3.1 Know character traits needed for acceptance. The student should be aware of individual characteristics that promote and hinder acceptance
4.3.1.1 Identify own acceptable character traits
4.3.1.2 Identify acceptable character traits in others
4.3.1.3 List character traits necessary for acceptance in various situations
4.3.1.4 List different character traits that inhibit acceptance

4.3.2 Know proper behavior in public places. The student should be aware of appropriate behavior for common public settings
4.3.2.1 Identify reasons for appropriate behavior in public places
4.3.2.2 Identify appropriate behavior when using transportation facilities

4.3.2.3 Identify appropriate behavior when using eating facilities

4.3.2.4 Identify appropriate behavior when using recreational facilities

4.3.3 Develop respect for the rights and properties of others. The student should be aware of the rights of private ownership and should know appropriate behavior when dealing with the property of others

4.3.3.1 Identify personal and property rights of others, e.g., freedom from physical injury, control of personal property

4.3.3.2 Identify reasons for respecting the rights and property of others

4.3.3.3 Demonstrate respect for other persons and their property, e.g., talking in turn, appropriate care of borrowed items

4.3.3.4 List appropriate situations and procedures for borrowing the property of others

4.3.4 Recognize authority and follow instructions. The student should recognize those persons and roles that typically have the right to give instructions and be able to follow minimal instructions

4.3.4.1 Identify common authority roles, e.g., teachers, parents, public officials

4.3.4.2 Identify reasons for following instructions, e.g., safety, order, convenience

4.3.4.3 Respond appropriately to specific instructions from authorities

4.3.4.4 Identify situations in which the individual has the right to disregard instructions from authorities, e.g., participation in a physical activity when ill

4.3.5 Recognize personal roles. The student should be aware of his roles in common situations, e.g., home, school, work, recreation

4.3.5.1 Identify current roles, e.g., child, student, worker

4.3.5.2 Identify possible future roles, e.g., spouse, parent, worker

4.3.5.3 List roles of significant others, e.g., parents, teachers, employers

4.3.5.4 Describe rights and obligations involved in personal roles as they interact with the roles of others, e.g., teacher instructs and makes assignments while students gain knowledge and complete tasks

4.4 Maintaining Good Interpersonal Skills

4.4.1 Know how to listen and respond. The student should know when and how to listen to others, as well as appropriate responses to others in common verbal situations

4.4.1.1 Identify proper listening techniques, e.g., look at the speaker, wait for the speaker to finish

4.4.1.2 Demonstrate appropriate listening techniques

4.4.1.3 Identify positive outcomes of listening appropriately, e.g., gain information, demonstration of respect for others

4.4.1.4 Identify negative aspects of listening inappropriately, e.g., others may not speak, or may not be candid when speaking

4.4.2 Know how to make and maintain friendships. The student should be aware of the qualities he/she would like to have in a friend and recognize the rights and responsibilities involved in friendships

4.4.2.1 Identify necessary components of a friendship

4.4.2.2 List personal considerations in choosing a friend

4.4.2.3 List the rights and responsibilities involved in friendships

4.4.2.4 List activities that can be shared with friends

4.4.3 Establish appropriate heterosexual relationships. The students should be aware of appropriate roles and common procedures for establishing heterosexual relationships

4.4.3.1 Identify behavior appropriate to sex role

4.4.3.2 Identify qualities of an individual who would be desirable as a dating partner

4.4.3.3 Describe appropriate procedures for making a date

4.4.3.4 Identify activities that are appropriate for a date

4.4.4 Know how to establish close relationships. The student should recognize the characteristics of intimate friendships, including acceptance and responsibilities

4.4.4.1 List characteristics of close relationships, e.g., trust, acceptability, openness

4.4.4.2 List different types of close relationships, e.g., parent-child, husband-wife, best friends

4.4.4.3 Recognize and respond to intimate feelings of others

4.4.4.4 Identify persons with whom he/she could establish a close relationship

4.5 Achieving Independence

4.5.1 Understand the impact of behavior on others. The student should understand that his/her daily behavior affects others around him/her

4.5.1.1 List ways in which personal behavior affects others around him/her, e.g., disturb work, sleep, provide good or bad examples

4.5.1.2 List situations in which appropriate behavior is critical, e.g., job interviews, work, school

4.5.1.3 Recognize cues from others that behavior is inappropriate, e.g., criticisms, rejection

4.5.1.4 Identify ways in which to correct inappropriate behavior, e.g., ask others for advise, imitate appropriate role models (parents, teachers, close friends)

4.5.2 Understand self-organization. The student should be able to take responsibility for organizing his/her life in terms of tasks and commitments to others in relation to the time available to fulfill these

4.5.2.1 Plan daily activities

4.5.2.2 Identify areas of responsibility in personal life

4.5.2.3 Identify reasons for organizing one's responsibilities/activities

4.5.2.4 Describe ways in which personal organization relates to greater independence, e.g., better ability to deal with routine and unexpected responsibilities

4.5.3 Develop goal seeking behavior. The student should develop positive attitudes toward reaching goals and understand his/her values toward developing future goals.
- 4.5.3.1 Define a goal
- 4.5.3.2 List personal goals
- 4.5.3.3 Identify characteristics of realistic goals
- 4.5.3.4 Identify potential barriers to goals

4.5.4 Strive toward self-actualization. The student should develop habits and attitudes necessary for individual growth
- 4.5.4.1 Identify important characteristics for personal growth e.g., good habits, positive attitudes, perseverance
- 4.5.4.2 List elements necessary for a satisfactory personal life
- 4.5.4.3 Identify sources for continued educational/psychological growth

4.6 Achieving Problem-Solving Skills

4.6.1 Differentiate bipolar concepts. The student should be able to differentiate between such concepts as positive and negative as they relate to his/her ideas, plans, values, and decision making skills
- 4.6.1.1 Examine positive and negative aspects of personal ideals/behavior
- 4.6.1.2 Identify reasons why ideas, values, and plans have both potentially positive and negative implications
- 4.6.1.3 Identify situations that require examination of both positive and negative aspects

4.6.2 Understand the need for goals. The student should understand the relationship of goals to problem-solving behavior
- 4.6.2.1 Identify ways that goals affect one's life
- 4.6.2.2 Set model personal goals
- 4.6.2.3 List outcomes to be considered in goal setting
- 4.6.2.4 List examples of goal attainment

4.6.3 Look at alternatives. The student should be able to seek information and examine alternatives in relation to decision making processes
- 4.6.3.1 Define the meaning of alternatives
- 4.6.3.2 List possible alternatives with respect to a personal goal
- 4.6.3.3 Utilize compromises and alternatives
- 4.6.3.4 List ways of seeking and finding information that develops alternatives

4.6.4 Anticipate consequences. The student should be able to recognize different outcomes developing from decisions
- 4.6.4.1 Define "consequences" or outcomes
- 4.6.4.2 List ways in which personal behavior produces consequences
- 4.6.4.3 Describe the concept of maximum gain for minimum risk

4.6.5 Know where to find good advice. The student should recognize when he/she needs outside advice, as well as be aware of where to find such advice

4.6.5.1 Identify situations in which one would need advice
4.6.5.2 List available resources for resolving problems
4.6.5.3 Describe the procedure for contacting appropriate persons for assistance
4.6.5.4 List potential outcomes of seeking advice

4.7 Communicating Adequately with Others

4.7.1 Recognize emergency situations. The student should recognize the sound and meaning of emergency sounds such as sirens and fire alarms, as well as know the appropriate procedures at those times
4.7.1.1 Identify sights and sounds of emergency situations
4.7.1.2 Identify appropriate authorities to contact in emergency situations
4.7.1.3 Describe personal communications indicating emergency situations
4.7.1.4 List personal responsibilities in emergency situations, e.g., how to report fires or accidents

4.7.2 Read at the level needed for future goals. The student should be able to read at a 2.5 grade level as a minimum and be familiar with procedures for obtaining information from newspapers and directories
4.7.2.1 Demonstrate the ability to read at a minimum level
4.7.2.2 Describe common varieties of information available in his/her environment
4.7.2.3 Read labels and directions
4.7.2.4 Obtain information from newspapers
4.7.2.5 Obtain information from telephone directories

4.7.3 Write at the level needed for future goals. The student should exhibit writing and spelling skills adequate for social correspondence, job applications, telephone messages
4.7.3.1 Write informational notes
4.7.3.2 Complete job applications
4.7.3.3 Write personal letters
4.7.3.4 Take telephone messages

4.7.4 Speak adequately for understanding. The student should be able to make consonant and vowel sounds properly with adequate inflections and should be able to express his/her thougnts in complete sentences
4.7.4.1 Participate in social conversations
4.7.4.2 Demonstrate proficiency in basic language skills
4.7.4.3 Demonstrate the ability to adjust voice to situations
4.7.4.4 Demonstrate a vareity of verbal expressions

4.7.5 Understand the subtleties of communication. The student should be able to recognize commonalities in his/her communications to others and their communications to him/her
4.7.5.1 Identify the nonverbal elements of communication
4.7.5.2 Demonstrate verbal and nonverbal elements of communication
4.7.5.3 Identify verbal expressions that correspond to feelings
4.7.5.4 Identify verbal expressions that are inconsistent with feelings

5.0 SELF-PLACEMENT SKILLS

5.1 Search for a job

5.1.1 The student should be able to utilize employment resources and follow through on job leads
- 5.1.1.1 Identify the steps involved in searching for a job
- 5.1.1.2 Identify a potential job through employment resources e.g., employment service, newspaper
- 5.1.1.3 Arrange a real or simulated job interview

5.2 Apply for a job

5.2.1 The student should be aware of appropriate job application procedures and practice these procedures
- 5.2.1.1 Identify appropriate job application procedures
- 5.2.1.2 Collect personal data to be utilized for a job application
- 5.2.1.3 Complete a real or simulated job application
- 5.2.1.4 Apply for a real or simulated job, both in person and by telephone

5.3 Interview for a job

5.3.1 The student should be able to recognize and implement the common job interview practices
- 5.3.1.1 Obtain an interview
- 5.3.1.2 Identify appropriate interview behaviors, e.g., dress appropriately
- 5.3.1.3 Complete a real or simulated job interview
- 5.3.1.4 Obtain transportation to and from the interview

5.4 Adjust to competitive standards

5.4.1 The student should recognize his/her own limitations with regard to the requirements of a specific job and should know how to remediate his abilities
- 5.4.1.1 Determine the level of personal abilities regarding an identified occupation
- 5.4.1.2 Determine the minimum level of skill and performance required on an identified occupation
- 5.4.1.3 Identify potential remedial activities which might be required by a specific occupation

5.5 Maintain postschool occupational adjustment

5.5.1 The student should know how to obtain further training to facilitate promotions or occupational change
- 5.5.1.1 Identify potential problems to be encountered from the job
- 5.5.1.2 Identify potential methods for dealing with these identified problems
- 5.5.1.3 Identify resources for assistance if problems cannot be personally resolved

6.0 JOB-RETENTION SKILLS

6.1 Follow directions. The student should be able to successfully implement instructions and complete a task as directed
- 6.1.1 Perform a series of tasks in response to verbal instructions
- 6.1.2 Perform a series of tasks in response to written instructions

6.2 Work with others. The student should understand the need for cooperation and the be able to work cooperatively with others to achieve a common goal
- 6.2.1 Identify reasons for working with others, e.g., efficiency, need for more than one person to complete a particular task
- 6.2.2 Recognize the importance of individual components in a cooperative effort
- 6.2.3 Complete a task working with other persons

6.3 Work at a satisfactory rate. The student should be able to work fast enough to maintain competitive standards
- 6.3.1 Perform at satisfactory rates on specific jobs
- 6.3.2 Identify satisfactory rates required for specific jobs
- 6.3.3 List reasons that a job must be performed at a certain rate of speed, e.g., production, quotas, deadlines

6.4 Accept supervision. The student should be aware of the responsibilities of supervisors and should be able to modify his/her work behavior in response to supervisory directives
- 6.4.1 Complete a job following supervisory directives
- 6.4.2 List the roles and responsibilities of supervisors
- 6.4.3 Identify appropriate responses to supervisory instruction

6.5 Recognize the importance of attendance and punctuality. The student should learn the importance of being on time, maintaining regular attendance on the job
- 6.5.1 Identify reasons for good attendance and punctuality, e.g., responsibility to employer, production quotas and deadlines
- 6.5.2 Identify legitimate versus illegitimate reasons for tardiness and absenteeism, e.g., illness versus oversleeping
- 6.5.3 Identify appropriate actions to take if late or absent from job

6.7 Meet demands for quality work. The student should be able to understand and meet an acceptable standard of work
- 6.7.1 Identify minimum quality standards for various jobs
- 6.7.2 Identify reasons for quality standards, e.g., protect the consumer, function of the product
- 6.7.3 Perform simulated work tasks at at least minimum quality standards

6.8 Demonstrate occupational safety. The student should recognize basic safety precautions for different types of jobs and practice these precautions
- 6.8.1 Identify potential safety hazards on the job, e.g., slippery floors, cluttered stairways, toxic chemicals, moving machinery
- 6.8.2 Follow safety instructions on the job, e.g., wear rubber gloves, protective goggles

6.8.3 Identify major reasons for practicing safety on the job, e.g., protection of self and others, maintaining production standards

6.9 Demonstrate satisfactory balance and coordination. The student should be able to use his hands and arms in a coordinated fashion as well as maintaining body equilibrium while walking or climbing
- 6.9.1 Demonstrate satisfactory balance and coordination on nonwork tasks, e.g., sports, recreation
- 6.9.2 Demonstrate satisfactory balance and coordination on simulated work tasks
- 6.9.3 Identify the relationship of balance and coordination to job performance
- 6.9.4 Identify jobs which are realistic in terms of one's own physical capabilities
- 6.9.5 Practice improvement in balance and coordination

6.10 Demonstrate satisfactory manual dexterity. The student should be able to use hands and fingers at a level commensurate with his/her occupational interests
- 6.10.1 Determine personal level of dexterity in both work and nonwork tasks
- 6.10.2 Identify occupations commensurate with determined dexterity
- 6.10.3 Identify reasons for dexterity, e.g., appropriate use of tools and equipment
- 6.10.4 Demonstrate adequate dexterity on work tasks appropriate to an identified occuaption

6.11 Demonstrate satisfactory stamina and endurance. The student should be able to work for a full 3 hours without tiring excessively
- 6.11.1 Perform satisfactorily for a predetermined simulated work task
- 6.11.2 Identify jobs where endurance is critical, e.g., construction work, assembly line
- 6.11.3 Identify the need for stamina on the job, e.g., to produce expected quotas

6.12 Demonstrate satisfactory sensory discrimination. The student should possess adequate sensory discrimination for an identified occupation
- 6.12.1 Demonstrate size and shape discrimination
- 6.12.2 Demonstrate color discrimination, e.g., Dvorine Color Vision Test
- 6.12.3 Identify the need for sensory discrimination on an identified job
- 6.12.4 Demonstrate auditory discrimination

H-7

7.0 ACADEMICS

7.1 To attempt academic tasks assigned, with help if needed

7.2 To accept instructor help on academic tasks

7.3 To indicate short term memory for directions by proceeding without reminders

7.4 To indicate short term memory for content by listening to story or presentation and respond with appropriate answers to questions

7.5 To seek instructor assistance appropriately on academic tasks

7.6 To agree to and complete academic testing

7.7 To refrain from inappropriate behavior when asked by an instructor to correct errors on academic tasks

7.8 To complete daily assignments

7.9 To accept help from an instructor on group academic tasks

7.10 To work independently on tasks for periods of 30-40 minutes

7.11 To self-chart or log reading and/or math progress

COMPETENCIES AND OBJECTIVES

FOR A

VOCATIONAL EDUCATION PROGRAM

IN

CARPENTRY

Day, G. F. & Tucker, J. (1976). Maryland State Department of Education, Division of Vocational-Technical Education

H-8 (p.1)

CARPENTRY PERFORMANCE AREAS

1. PRE-CONSTRUCTION OPERATIONS
   - 1.1 Blueprint Reading
   - 1.2 Site Layout
   - 1.3 Transit Level and/or Builder's Level
2. TOOLS AND EQUIPMENT
   - 2.1 Hand Tools
   - 2.2 Power Tools
3. FOOTING, FOUNDATION, AND CONCRETE FORMS
   - 3.1 Footing and Foundation Walls
   - 3.2 Wall Forms
   - 3.3 Flat Slabs
   - 3.4 Column, Beam, and Girder Forms
   - 3.5 Concrete Stairs
4. FLOOR FRAMING
   - 4.1 Sill Plates
   - 4.2 Beams and Girders
   - 4.3 Joists
   - 4.4 Openings
   - 4.5 Bridging
   - 4.6 Sub-Flooring
5. WALL FRAMING
   - 5.1 Plates
   - 5.2 Studs
   - 5.3 Corners
   - 5.4 Partitions
   - 5.5 Sheathing
   - 5.6 Metal Stud Systems
6. ROOF FRAMING
   - 6.1 Roof Shapes and Nomenclature
   - 6.2 Common Rafter
   - 6.3 Gable End Framing
   - 6.4 Hip and Hip Jack Rafters

H-8 (p.2)

6.5 Valley and Valley Jack Rafters
6.6 Dormer Framing
6.7 Roof Sheathing
6.8 Roof Joists
6.9 Laminated Arches and Beams
6.10 Truss Erection

7. ROOFING

7.1 Asphalt and Wood Shingles
7.2 Built-Up Roofing
7.3 Roof Drains and Stacks

8. WOODEN AND METAL SCAFFOLDS

8.1 Prefabricated Metal Scaffolds
8.2 Pump Jack Scaffold
8.3 Post and Ledger Scaffold

9. EXTERIOR FINISH

9.1 Cornice Work
9.2 Window and Door Jambs
9.3 Exterior Siding
9.4 Gutters and Downspouts

10. INSULATION AND VAPOR BARRIERS

10.1 Batt and Blanket Insulation
10.2 Reflective Insulation
10.3 Loose Fill Insulation
10.4 Vapor Barriers
10.5 Acoustical Insulation

11. INTERIOR FINISH

11.1 Interior Wall Coverings
11.2 Plastic Laminates
11.3 Hardwood Flooring
11.4 Doors
11.5 Molding and Trim
11.6 Cabinet Installation
11.7 Stair Construction

CARPENTRY PERFORMANCE OBJECTIVES

Given the proper tools, materials and conditions, the student will be able to:

1. PRE-CONSTRUCTION OPERATIONS

1.1 Blueprint Reading

1.1.1 Interpret and use lines, symbols, abbreviations, specifications and dimensions on working drawings which are necessary to execute carpentry tasks without consultation.

1.2 Site Layout

1.2.1 Locate information on working drawings, without consultation, to determine site layout.

1.2.2 Lay off building lines and elevations, to accuracy, using tape and builder's level and/or transit.

1.2.3 Place rough stakes at location of building corners measured from lot lines.

1.2.4 Set batter board stakes at a uniform distance from building corners, avoiding interference with excavation operations.

1.2.5 Establish elevations on batter board stakes in reference to datum point, with proper incremental adjustments.

1.2.6 Level cross pieces for batter boards and fasten accurately with joint tight and rigid when nails are completely driven.

1.2.7 Lay out and place lines on batter boards for final layout to within 1/8".

H-8 (p.3)

2.1.3.5 Miter box saw
2.1.3.6 Hacksaw
2.1.3.7 Wood chisels
2.1.3.8 Hatchet
2.1.3.9 Utility knife

2.1.4 Smoothing tools

2.1.4.1 Block plane
2.1.4.2 Smooth plane
2.1.4.3 Jack plane
2.1.4.4 Wood rasps and files
2.1.4.5 Abrasive papers

2.1.5 Boring tools

2.1.5.1 Brace with auger and expansion bits
2.1.5.2 Hand drill

2.1.6 Holding tools

2.1.6.1 Vises
2.1.6.2 C-clamp
2.1.6.3 Bar clamp
2.1.6.4 Saw horse

2.1.7 Assembling tools

2.1.7.1 Curved claw hammer
2.1.7.2 Straight claw hammer
2.1.7.3 Stapler
2.1.7.4 Standard screwdriver
2.1.7.5 Phillips screwdriver
2.1.7.6 Ratchet screwdriver
2.1.7.7 Adjustable wrench
2.1.7.8 Combination pliers
2.1.7.9 Nail sets

2.1.8 Wrecking tools

2.1.8.1 Wrecking or pry bar
2.1.8.2 Nail puller
2.1.8.3 Sledge hammer

2.1.9 Sharpening tools

2.1.9.1 Oilstone

1.3 Transit Level and/or Builder's Level

1.3.1 Set up transit and/or builder's level and adjust to level.

1.3.2 Transfer an established elevation and/or increments thereof to a location in line or at angles to accuracy.

1.3.3 Establish a square corner in reference to an established line to accuracy.

2. TOOLS AND EQUIPMENT

2.1 Hand Tools

The student will be able to safely use and maintain the following hand tools in performing carpentry tasks:

2.1.1 Measuring, layout and testing tools

2.1.1.1 Folding rule
2.1.1.2 Steel tape
2.1.1.3 Combination square
2.1.1.4 Framing square
2.1.1.5 Dividers
2.1.1.6 Sliding T-bevel
2.1.1.7 Scriber
2.1.1.8 Butt gage

2.1.2 Leveling tools

2.1.2.1 Chalk line
2.1.2.2 Plumb bob
2.1.2.3 Spirit level
2.1.2.4 Builder's level and/or transit level

2.1.3 Cutting tools

2.1.3.1 Crosscut handsaw
2.1.3.2 Rip handsaw
2.1.3.3 Coping saw
2.1.3.4 Keyhole saw

2.1.9.2 Files
2.1.9.3 Hand grinder

2.2 Power Tools

The student will be able to safely operate and maintain the following power tools in performing carpentry tasks:

2.2.1 Circular saw
2.2.2 Radial arm saw
2.2.3 Saber saw
2.2.4 Electric hand drill
2.2.5 Portable electric plane
2.2.6 Power nailer
2.2.7 Portable router
2.2.8 Portable sander
2.2.9 Electric plane
2.2.10 Power miter box

3. FOOTING, FOUNDATION, AND CONCRETE FORMS

3.1 Footing and Foundation Walls

3.1.1 Locate information on working drawings to determine the placement of footing and foundation walls and/or established building lines without consultation.

3.1.2 Check earth forms for squareness and structural soundness.

3.1.3 Lay off and cut materials for footing and foundation wall forms to within 1/16".

3.1.4 Assemble forms for strength and easy disassembly.

3.1.5 Lay off placement of forms to within 1/16", with corners square to 1/16" within a 6'-8'-10' triangle.

3.1.6 Place forms to layout marks to within 1/8".

3.1.7 Fasten forms for structural soundness at base.

3.1.8 Straighten forms using string line and gage blocks to within 1/8".

3.1.9 Plumb forms using spirit level, transit, or plumb bob.

3.1.10 Brace forms for structural soundness and to contain concrete pour.

3.2 Wall Forms

3.2.1 Locate information on working drawings, without consultation, to determine the placement of wall forms.

3.2.2 Lay off placement of wall forms to within 1/8", with corners square to within 1/8" in 6'-8'-10' triangle.

3.2.3 Lay off and properly locate bucks, nailing blocks, cleanout pockets, and girder pockets.

3.2.4 Erect outside forms in accordance with manufacturer's specifications or, if site-built, according to structural soundness.

3.2.5 Install strongbacks and walers with proper spacing and/or in accordance with manufacturer's specifications.

3.2.6 Cut and fasten braces and stakes for structural soundness.

3.2.7 Plumb and straighten wall forms to accuracy.

3.2.8 Establish height of concrete pour using transit level or string line to within 1/8".

3.2.9 Place inside forms in same manner as outside forms to within 1/8" accuracy throughout.

3.2.10 Build and install bulkheads and keyways for structural soundness.

H-8 (P. 5)

3.3 Flat Slabs

3.3.1 Locate information on working drawings, without consultation, to determine the placement of flat slabs.

3.3.2 Lay off placement of on-grade and above-grade slab forms to within 1/8", with corners square to 1/8" within 6'-8'-10' triangle.

3.3.3 Erect shoring and forms in accordance with manufacturer's specifications or, if site-built, according to structural soundness.

3.3.4 Install braces and stakes for structural soundness and concrete pour.

3.3.5 Plumb and straighten slab forms to accuracy.

3.3.6 Establish height of concrete pour using transit, builder's level, or string line to within 1/8".

3.4 Column, Beam and Girder Forms

3.4.1 Locate information on working drawings, without consultation, to determine the placement of column, beam, and girder forms.

3.4.2 Lay off placement of column, beam, and girder forms to within 1/8".

3.4.3 Assemble manufactured and/or site-built column, beam and girder forms with proper fasteners for strength and easy disassembly.

3.4.4 Erect column, beam, and girder forms for structural soundness, proper location, and concrete pour.

3.4.5 Install clamps, jacks, strongbacks and walers with proper spacing.

3.4.6 Plumb and straighten column, beam, and girder forms to accuracy.

3.4.7 Establish height of concrete pour using transit, builder's level, or string line to within 1/8".

3.5 Concrete Stairs

3.5.1 Locate information on working drawings, without consultation, to determine the placement of concrete stair forms.

3.5.2 Design stair forms for structural soundness, with provisions for railings or gates, correct tread and rise, and ease of dissassembly.

3.5.3 Lay off and cut materials for stair forms to within 1/8".

3.5.4 Nail stair forms with joints tight and rigid, with access for cement finishing, and for ease of disassembly.

3.5.5 Erect stair forms to be plumb, structurally sound, and at correct height for the finished floor.

4. FLOOR FRAMING

4.1 Sill Plates

4.1.1 Check sill plate for straightness by sighting down member to determine workable deflection.

4.1.2 Locate information on working drawings, without consultation, to determine the placement of sill plate on foundation wall.

4.1.3 Locate sill plate on foundation with chalk line or string line within 1/16" for every 20' of length.

4.1.4 Establish corner locations and check corners for squareness, using the 3-4-5 triangle method with a minimum of 6'-8'-10' for accuracy within 1/16".

4.1.5 Locate anchor bolt centers in relation to established lines, and transfer locations to sill plate within 1/16".

4.1.6 Drill a plumb hole at bolt locations through sill plate to facilitate application of sill plate to foundation wall according to established line.

4.1.7 Place sill plate on foundation wall in accordance with plans and local building codes. Secure to foundation, with voids filled and plate level within 1/8" for every 20' of length.

4.2 Beams and Girders

4.2.1 Locate information on working drawings, without consultation, to determine the type and placement of beams and girders.

4.2.2 Check materials for built-up wood beams and girders by sighting down each member to determine workable deflection.

4.2.3 Lay off and cut materials for beams and girders to length within 1/8" accuracy.

4.2.4 Fabricate built-up wood beams and girders with proper size and number of fasteners to provide structural soundness.

4.2.5 Attach beams and girders to bearing points providing a plumb and level location.

4.2.6 Install ledgers to beams and girders with proper fasteners to provide structurally sound bearing for joists.

4.3 Joists

4.3.1 Locate information on working drawings, without consultation, to determine the layout of floor framing members.

4.3.2 Check placement of girders and posts for location and ensure accurate level and plumb position within 1/16".

4.3.3 Select materials for stringer and header joists by sighting down each member to determine workable deflection.

4.3.4 Lay off and cut stringer and header joists to required length within 1/16".

4.3.5 Nail stringer and header joists into place with face and toe nailing in accordance with structural requirements. Hold members to within 1/16" of mark with joint tight and rigid when nails are completely driven.

4.3.6 Lay off, without cumulative errors, the placement of regular joists at correct spacing to accommodate plywood centers.

4.3.7 Lay off and cut regular joists to length within 1/16" accuracy.

4.3.8 Place regular joists in position with crown up and knots at top where possible.

4.3.9 Nail regular joists into place in accordance with structural requirements. Hold members to within 1/16" of mark, with joint tight and rigid when nails are completely driven.

4.4 Openings

4.4.1 Locate information on working drawings, without consultation, to determine the layout of framing members for a floor opening.

4.4.2 Lay out floor openings in a way that provides end nailing for strength and ease of assembly.

4.4.3 Lay off and cut framing members for a floor opening to within 1/16" accuracy.

4.4.4 Nail the framing members of a floor opening in the proper sequence and location to within 1/16", with the joint tight and rigid when nails are completely driven.

4.5 Bridging

4.5.1 Install bridging in accordance with local building codes.

4.5.2 Use a framing square to determine the angle for end cuts and length of bridging, and transfer information to bridging material to provide a tight and rigid joint.

4.5.3 Cut bridging material to length within 1/16" accuracy.

4.5.4 Install bridging with lower end left loose until after installation of sub-flooring, settling of floor and shrinkage of joists has occurred. Then nail in proper location to prevent splitting bridging material.

4.6 Sub-Flooring

4.6.1 Place end joints of sub-flooring so that adjacent rows do not have end joints on same joists or between joists.

4.6.2 Measure for placement of first row of sheet material sub-flooring to within 1/16".

4.6.3 Strike chalk line accurately to established mark.

4.6.4 Place sub-flooring so that the face grain runs perpendicular to the direction of the framing members.

4.6.5 Place sub-flooring to chalk line with proper edge and end spacing in accordance with location, use, and atmospheric conditions. Staggered joints as required.

4.6.6 Fasten sub-flooring by starting in the corner and partially securing the first and then all remaining pieces until all are completely placed. Return and complete fastening with proper size and location of nails or staples.

4.6.7 Modify sub-flooring for openings with layout and cut to accuracy within 1/16".

WALL FRAMING

5.1 Plates

5.1.1 Locate information on working drawings to determine the layout of wall frame.

5.1.2 Lay off top and bottom plates simultaneously, properly locating door and window openings, and with stud spacing to fit a 4' x 8' wall sheet. Complete without unnecessary cutting with accuracy throughout to within 1/16".

5.1.3 Cut top and bottom plates to length within 1/16".

5.2 Studs

5.2.1 Lay off placement of story pole to include studs, stringers, cripples, sills, and headers heights to within 1/16".

5.2.2 Lay off placement of headers and sills to length within 1/16".

5.2.3 Lay off and cut headers and sills to length in accordance with story pole to within 1/16" accuracy.

5.2.4 Nail studs into place holding member to within 1/16" of mark with joints tight and rigid when nails are completely driven.

5.2.5 Erect stud walls in proper sequence. Brace for squareness, plumb, align, and fasten into position to provide structural soundness and proper placement to receive the ensuing applications.

5.3 Corners

5.3.1 Install corner post for load bearing walls utilizing three studs and blocking to provide an interior nailing surface.

5.3.2 Install corner post with only two studs using cleats or metal clips for interior finish material.

5.3.3 Install double top plates, with overlap at corners for structural soundness, and corner squareness within 1/16" when gaged with a framing square.

5.4 Partitions

5.4.1 Locate information on working drawings, without consultation, to determine the placement of interior partitions.

5.4.2 Lay off and cut to within 1/16" accuracy the backing blocks, or two studs as backing, to provide structural soundness and support for interior finish.

5.4.3 Nail backing blocks or two studs as backing with face and toe nailing. Hold member to within 1/16" of mark with joint tight and rigid when nails are completely driven.

5.4.4 Locate information on working drawings, without consultation, to determine the layout of partition frame.

5.4.5 Lay off top and bottom plates simultaneously, properly locating openings in partition and with stud spacing to fit 4' x 8' wall sheets. Complete without unnecessary cutting with accuracy throughout to 1/16".

5.4.6 Cut top and bottom plates to length within 1/16".

5.4.7 Lay off story pole to include studs, cripples, sills, and headers heights within 1/16".

5.4.8 Lay off partition sills and headers to length to within 1/16".

5.4.9 Lay off and cut members to length in accordance with story pole within 1/16".

5.4.10 Nail partition studs into place, holding member to within 1/16" of mark, with joints tight and rigid when nails are completely driven.

5.4.11 Erect partitions in proper sequence. Brace for squareness, plumb, align, and fasten into position to provide structural soundness and proper placement.

5.5 Sheathing

5.5.1 Measure and strike chalk line for placement of initial row of sheet material to within 1/16".

5.5.2 Place panels to chalk line with proper edge and end spacing in accordance with location, use, and atmospheric conditions. Stagger joints as required.

5.5.3 Nail panels partially secure until all are placed, then return and completely fasten.

5.5.4 Modify panels for openings with layout and cut to accuracy within 1/16".

5.6 Metal Stud Systems

5.6.1 Follow similar layout practices as with non-load bearing partitions, utilizing channel type studs and runners in accordance with manufacturer's specifications.

5.6.2 Lay out and cut metal studs and runners to provide joints free from vibration, movement, and twist on impact.

5.6.3 Install wood backing and headers in metal stud partition for structural soundness.

6. ROOF FRAMING

6.1 Roof Shapes and Nomenclature

6.1.1 Locate information on working drawings, without consultation, to determine types, unit measurements, ties or braces, and placement of roof framing members.

6.2 Common Rafter

6.2.1 Determine common rafter length using tables, a framing square, or by any other accepted practice. Lay off to within 1/16".

6.2.2 Lay off ridge board and plate for placement of common rafter, with rafter spacing to fit 4' x 8' roof sheathing. Complete without unnecessary cutting with accuracy throughout to within 1/16".

6.2.3 Lay off and cut common rafter for ridge, seat and projection cuts to within 1/16".

6.2.4 Using face and toe nailing, nail common rafter into position in accordance with structural requirements. Hold rafter to within 1/16" of mark with joint tight and rigid when nails are completely driven.

6.3 Gable End Framing

6.3.1 Locate information on working drawings, without consultation, to determine the layout of the gable end frame.

6.3.2 Lay off common differences in length and angle cuts for gable studs to within 1/16".

6.3.3 Lay off rafter and plate to receive gable studs, with stud spacing to fit a 4' x 8' wall sheet. Complete without unnecessary cutting with accuracy throughout to 1/16".

6.3.4 Cut gable studs to within 1/16".

6.3.5 Nail gable stud into position in accordance with structural requirements. Hold stud to within 1/16" of mark with joint tight and rigid when nails are completely driven.

6.4 Hip and Hip Jack Rafters

6.4.1 Determine hip rafter length to within 1/16" using tables, a framing square, or by any other accepted method.

6.4.2 Lay off and cut hip rafters at ridge, seat and projection to within 1/16".

6.4.3 Lay off plates, ridge, and hip rafter for placement of hip and hip jacks to fit 4' x 8' roof sheathing. Complete without unnecessary cutting to within 1/16".

6.4.4 Determine hip jack length and difference in length for successive jacks using tables, framing square, or by any other method. Lay out to within 1/16".

6.4.5 Lay off and cut for hip jack at ridge seat and projection to within 1/8".

6.4.6 Nail hip and jack rafters into place with face and toe nailing in accordance with structural requirements. Hold rafters to within 1/16" of mark with joint tight and rigid when nails are completely driven.

6.5 Valley and Valley Jack Rafters

Same objectives as 6.4.1 through 6.4.6, changing "hip" or "hip jack" to read "valley" or "valley jack."

6.6 Dormer Framing

6.6.1 Locate information on working drawings, without consultation, to determine the layout of roof framing members for a dormer opening.

6.6.2 Lay off rafters and headers in an order that provides end nailing for strength and ease of assembly.

6.6.3 Cut rafters and headers to required length within 1/16".

6.6.4 Nail the framing members for dormer opening in proper sequence to within 1/16" of mark, with joint tight and rigid when nails are completely driven.

6.6.5 Locate information on working drawings, without consultation, to determine the placement of dormer wall frame.

6.6.6 Lay off studs, stringers, cripples, sills and headers to within 1/16".

6.6.7 Cut dormer wall framing members to length to within 1/16".

6.6.8 Nail dormer wall frame into place holding member to within 1/16" of mark, with joint tight and rigid when nails are completely driven.

6.6.9 Locate information on working drawings, without consultation, to determine the types, unit measurement, and placement of dormer roof framing members.

6.6.10 Determine dormer rafter length to within 1/16" using tables, a framing square, or by any other method.

6.6.11 Lay off and cut dormer rafter for cuts at ridge seat and projection to within 1/8".

6.6.12 Nail dormer rafter into place in accordance with structural requirements. Hold rafter to within 1/16" of mark with joint tight and rigid when nails are completely driven.

6.7 Roof Sheathing

See objectives in 5.5.1 through 5.5.4.

6.8 Roof Joists

6.8.1 Locate information on working drawings, without consultation, to determine the placement of roof joists.

6.8.2 Without consultation, select lumber for roof joists for structural soundness with the additional load of roofing material, snow and live loads as per specifications.

6.8.3 Lay off and cut roof joists to length, with taper for drainage, to accuracy within 1/16".

6.8.4 Lay off roof stub joists and diagonal joists to within 1/16". Keep the first stub joist as far from the corner as is the last regular roof joist.

6.8.5 Cut roof stub and diagonal joists to within 1/16".

6.8.6 Lay off plates to receive roof joists and roof decking.

6.8.7 Nail stub, diagonal, and regular roof joists into place to within 1/16" accuracy, with joint tight and rigid when nails are completely driven.

6.8.8 Select proper stock for joist blocking.

6.8.9 Lay off blocking material to fit joist opening to within 1/16", and to provide nailing surface for soffit.

6.8.10 Cut blocking material to within 1/16".

6.8.11 Nail blocking material into place to within 1/16" of mark, with joint tight and rigid when nails are completely driven.

6.9 Laminated Arches and Beams

6.9.1 Locate information on working drawings, without consultation, to determine the placement of arches and/or beams.

6.9.2 Square, plumb, and level anchoring devices for arches and/or beams bearing.

6.9.3 Lay off arches and beams to length and anchoring to accuracy within 1/32".

6.9.4 Cut arches and/or beams to within 1/32".

6.9.5 Drill a plumb and square hole at bolt locations to facilitate anchoring of arches and/or beams.

6.9.6 Place arches and/or beams in accordance with plans. Secure bearing surfaces and bolts with temporary bracing.

6.10 Truss Erection

6.10.1 Locate information on working drawings, without consultation, to determine the placement of trusses.

6.10.2 Without cumulative error, lay off wall plates for truss placement to accommodate plywood centers on truss centers.

6.10.3 Lay off trusses to provide alignment on bearing walls or establish string line to within 1/16".

6.10.4 Place trusses on walls, upside down, to accommodate efficient erection.

6.10.5 Swing up, align, temporarily brace, and fasten trusses with face and/or toe nailing. Hold members to within 1/16" of mark with joint tight and rigid when nails are completely driven.

7. ROOFING

7.1 Asphalt and Wood Shingles

7.1.1 Locate information on working drawings, without consultation, to determine materials and/or manufacturer's specifications for shingle installation.

7.1.2 Establish chalk lines for felt paper placement with eave and lap spacing to within 1/4" for every 40'.

7.1.3 Place felt paper to established chalk line with surface clean and layers flush.

7.1.4 Nail felt paper with proper nails and adequate placement to ensure waterproof underlayment.

7.1.5 Measure for and strike chalk line for shingles to within 1/8" for horizontal or vertical lines. Allow for proper spacing and increase as valley descends for open valley layout.

7.1.6 Lay shingles using corrosion and rust resistant nails. Locate according to manufacturer's specifications.

7.1.7 Lay shingles with proper staggering and exposure in accordance with manufacturer's specifications.

7.1.8 Lay shingles with 1/4" to 3/8" overhang at rake.

7.1.9 Lay shingles with first course doubled and with lower course upside down. Shingles should sufficiently project beyond roof overhang to prevent water from entering eave treatment.

7.1.10 Cut shingles to form open or closed valley to prevent water "syphon" effect.

7.1.11 Lay shingles at hip or ridge with alternative lap, blind nailing, and flashing in accordance with manufacturer's specifications.

7.2 Built-Up Roofing

7.2.1 Locate information on working drawings, without consultation, to determine the type and placement of built-up roofing.

7.2.2 Lay a 1/3 sheet of felt, starting at the lowest or drain point of the roof, by nailing or sprinkle-mopping.

7.2.3 Solid mop the 1/3 sheet and embed the remaining 2/3 sheet.

7.2.4 Solid mop the 2/3 sheet and embed a full sheet.

7.2.5 Proceed up the incline, lapping each sheet with exposure required for number of plies.

7.2.6 Apply hot asphalt and spread gravel avoiding low spots and "double rock" hips and ridges.

7.2.7 Apply capsheet to roof slopes in accordance with built-up roof specifications.

7.2.8 Fold inside corner for capsheet or place chamfer in such a way that edges do not impede the normal flow of water. Seal the entire assembly with flashing compound, providing for a watertight surface.

7.3 Roof Drain and Stacks

7.3.1 Without consultation, locate information on working drawings and/or manufacturer's specifications for installing roof drain and/or stacks.

7.3.2 Install roof drain in accordance with manufacturer's specifications.

7.3.3 Place flashing for roof stacks in accordance with manufacturer's specifications.

8. WOODEN AND METAL SCAFFOLDS

8.1 Prefabricated Metal Scaffolds

8.1.1 Assemble and safely use prefabricated metal scaffolds according to manufacturer's specifications.

8.2 Pump Jack Scaffold

8.2.1 Assemble and safely use a pump jack scaffold according to manufacturer's specifications.

8.3 Post and Ledger Scaffold

8.3.1 Construct and safely use a 2 x 4 post and ledger scaffold.

9. EXTERIOR FINISH

9.1 Cornice Work

9.1.1 Locate information on working drawings, without consultation, for placement of cornice.

9.1.2 Establish string line to determine alignment of rafter ends to within 1/8".

9.1.3 Cut rafter ends as required by aligning procedure to within 1/16".

9.1.4 Measure end rafters to same height. Establish chalk line on rafter ends for placement of fascia to within 1/16".

9.1.5 Lay off fascia boards to length with joints smooth and on bearing points to within 1/16".

9.1.6 Cut fascia using miter or butt cuts to within 1/16".

H-8 (p. 13)

9.1.7 Nail fascia to rafter ends with joint tight, rigid, and aligned when nails are completely driven.

9.1.8 Lay off materials for box cornice with soffit vents to within 1/16".

9.1.9 Cut box cornice materials to within 1/16".

9.1.10 Nail box cornice materials with joints sealed tight and rigid when nails are completely driven.

9.2 Window and Door Jambs

9.2.1 Locate information on working drawings, without consultation, for the placement of windows and doors.

9.2.2 Lay off manufactured jambs as necessary for openings to within 1/16".

9.2.3 Cut jamb to within 1/16".

9.2.4 Install jamb assembly at correct height and location to within 1/16".

9.2.5 Place shims behind hinges. Strike plate for doors, and at mid-point of sill and top for windows.

9.2.6 Level and plumb jambs to accuracy.

9.2.7 Nail jambs into position with joint tight and rigid when nails are completely driven. Drive nails at angle to avoid pull-out.

9.3 Exterior Siding

9.3.1 Locate information on working drawings, without consultation, to determine the placement of exterior siding.

9.3.2 Lay off and cut exterior siding for appropriate lay, openings, and edge treatment to within 1/16".

9.3.3 Nail exterior siding plumb and level, with joint tight and rigid when nails are completely driven.

9.3.4 Apply corner treatment to exterior siding in accordance with manufacturer's specifications.

9.4 Gutters and Downspouts

9.4.1 Locate information on working drawings, without consultation, to determine the placement of gutters and downspouts.

9.4.2 Using the chalk line, lay off fascia to receive gutter for proper amount of fall.

9.4.3 Nail gutter in place with joints sealed, tight and rigid, and end capped when nails are completely driven.

9.4.4 Install downspouts at proper location with joints sealed and secure, and with strap tight and rigid to wall.

10. INSULATION AND VAPOR BARRIERS

10.1 Batt and Blanket Insulation

10.1.1 Locate information on working drawings, without consultation, to determine the placement of batt and blanket insulation.

10.1.2 Cut batt and blanket slightly larger than the space to be insulated.

10.1.3 Staple batt and blanket to the sides of studs, plates, and joists to prevent air circulation.

10.2 Reflective Insulation

10.2.1 Locate information on working drawings, without consultation, to determine the placement of reflective insulation.

10.2.2 Install reflective insulation with minimum of 3/4" air space in walls and 1-1/2" minimum in floors and ceilings.

10.3 Loose Fill Insulation

10.3.1 Locate information on working drawings, without consultation, for the placement of loose fill insulation.

10.3.2 Level loose fill insulation to proper depth with leveling board pulled across a pair of joists to achieve consistent thickness.

10.4 Vapor Barriers

10.4.1 Locate information on working drawings, without consultation, for the placement of vapor barriers.

10.4.2 Place vapor barriers in wall, floor, or ceiling on warm side of insulation or space with minimum of 3" lap.

10.4.3 Place vapor barrier on the ground with minimum lap of 6".

10.5 Acoustical Insulation

10.5.1 Locate information on working drawings, without consultation, for the placement of acoustical insulation.

10.5.2 Install acoustical insulation in accordance with manufacturer's specifications to maintain sound reduction throughout.

11. INTERIOR FINISH

11.1 Interior Wall Coverings

11.1.1 Locate information on working drawings, without consultation, for the placement of interior wall coverings.

11.1.2 Check alignment of walls and straighten as required without damaging structural soundness.

11.1.3 Place first corner piece in plumb position.

11.1.4 Scribe inside corner as required to match irregularities.

11.2.5 Lay off and cut for openings and outside corner to within 1/16".

11.2.6 Fasten wall covering into position with nails or glue without damaging material. Work in accordance with manufacturer's specifications or local practices.

11.2 Plastic Laminates

11.2.1 Locate information on working drawings, without consultation, for the placement of plastic laminates.

11.2.2 Fabricate base to receive plastic laminate with surface smooth, joints tight, and nails flush.

11.2.3 Lay off self edge and top laminate to fit base, with adequate amount for trimming edges.

11.2.4 Cut plastic laminate to mark without damage to material.

11.2.5 Check fit of laminate to base for squareness and length.

11.2.6 Apply contact cement to base and back of laminate to provide uniform surface contact.

11.2.7 Place laminate on base squarely with cement set, and roll surface for uniform contact.

11.2.8 Trim laminate to provide smooth edge and neat appearance.

H-8 (p. 15)

11.3 Hardwood Flooring

11.3.1 Locate information on working drawings, without consultation, for the placement of hardwood flooring.

11.3.2 Measure and strike line for laying row with proper clearance from wall.

11.3.3 Measure and cut end pieces to within 1/8".

11.3.4 Place flooring pieces, staggering end joints no closer than 6" to adjacent row.

11.3.5 Nail flooring with joints tight and rigid. Use nail set for end pieces without damage to floor.

11.4 Doors

11.4.1 Locate information on working drawings, without consultation, for the placement of doors.

11.4.2 Determine dimensions of openings to within 1/32".

11.4.3 Lay off door to size to within 1/32", with proper clearances on all sides.

11.4.4 Cut door to within 1/32" with bevel on lock side.

11.4.5 Lay off for hinges and lock set to within 1/16" with proper position and clearance.

11.4.6 Make cuts for hinges and lock set layout to within 1/32".

11.4.7 Install hardware and hang door in place with proper clearances.

11.5 Molding and Trim

11.5.1 Locate information on working drawings, without consultation, to determine the placement of molding and trim.

11.5.2 Lay off straight run trim to overall length to within 1/16", with intermediate joints at support points.

11.5.3 Cut trim to length within 1/32" with miter cut.

11.5.4 Nail trim into supporting structure with nails properly set so as not to damage trim.

11.5.5 Lay off and cut trim for inside corner to within 1/32".

11.5.6 Lay off and cut trim for outside corner to within 1/32".

11.6 Cabinet Installation

11.6.1 Locate information on working drawings, without consultation, for the placement of cabinets.

11.6.2 Place cabinet into correct location within 1/16", level and plumb accurately, and scribe as required.

11.6.3 Cut to scribe as required within 1/32".

11.6.4 Fasten cabinet into position for structural soundness.

11.7 Stair Construction

11.7.1 Locate information on working drawings, without consultation, for the placement of stairs.

11.7.2 Determine distance between floors to within 1/16".

11.7.3 Using math or step-off method, determine riser and tread dimensions to equal dimensions throughout.

11.7.4 Determine modifications necessary at top and bottom of stringer to maintain uniform riser heights to within 1/16".

11.7.5 Select stringer stock for structural soundness and proper dimension.

11.7.6 Lay off stringer for riser, tread, and end cuts using framing square to within 1/16".

11.7.7 Cut stringer for riser, tread, and end cuts to within 1/16".

11.7.8 Fasten, level, and plumb stringer into place.

H-9 (P. 1)

SAMPLE PAGES FROM:

Real Life Employment Skills

by
Ruth D. Handel
and
Eleanor S. Angeles

SCHOLASTIC BOOK SERVICES
New York Toronto London Auckland Sydney Tokyo

Contents

UNIT 1 Job Hunting

Help-Wanted Ads	6
In Response to Ads	8
Forms About You	10
The Interview	12
Review	14

UNIT 2 Working in Stores

Stock Clerk	18
Bakery Sales Clerk	20
Cashier	22
Hardware Store Sales Clerk	24
At the Cleaners	26
The Salesperson Takes the Credit	28
Review	30

UNIT 3 General Office Work

File Clerk	34
Mailroom Clerk	38
Office Messenger	42
Receptionist	44
Review	46

UNIT 4 Specialized Office Jobs

Copying Machine Operator	50
Typist	52
Stenographer	58
Secretary	60
Review	62

UNIT 5 Service Jobs

Chauffeur	66
Gas Station Attendant	68
Food Server	70
Home Health Aide	72
Hair Stylist	74
Travel Agent	76
Review	78

UNIT 6 Working with Your Hands

Oil Burner Mechanic	82
Garment Worker	84
Auto Mechanic	86
Builder	88
Appliance Repairer	90
Plumber	92
Review	94

UNIT 7 Government Jobs

The Postal Service Worker	98
Armed Services	100
The Information Expert	102
The Firefighter	104
The Police Officer	108
Review	110

UNIT 8 Research Skills on the Job

Job Research	114
The Job Picture	116
Job Groups	118
Who Works for Whom?	120
Review	122

Help-Wanted Ads

Comparing and Contrasting

You have an idea of your skills and interests. You think you know what type of work you would like to do. Now it's time to let the newspaper do some work for you.

Skills

Reading the classified ads

Comparing and contrasting details

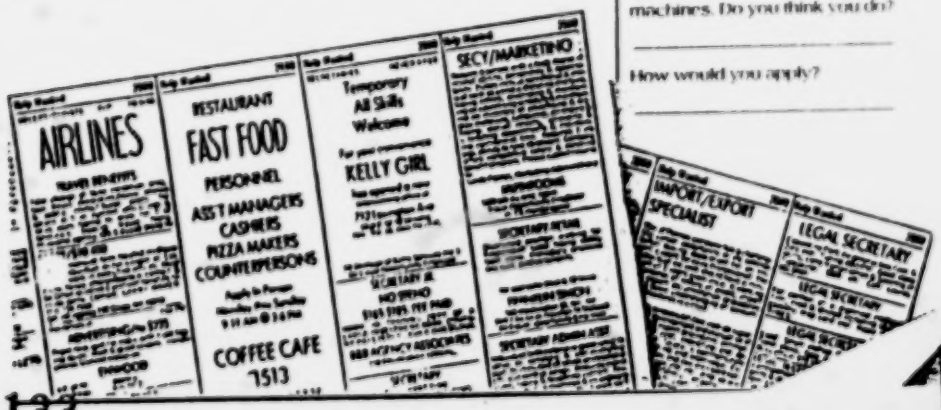
Words to Know

Appt	**Appointment** – time to meet
Exp	**Experienced** – did the same job before
Pref'd	**Preferred** – wanted
Rel	**Reliable** – can be trusted
Sal	**Salary** – pay
Temp	**Temporary** – short term

How to Read Help-Wanted Ads

In the classified section of the newspaper, ads for similar kinds of work are usually grouped together. For example, you'll find ads listed under headings like "Sales" or "Clerical" or "Mechanic." After you find the heading you're interested in, look at the ads listed.

Ads use abbreviations or shortened forms of words. Use context clues in the same ad to figure out the meaning of an abbreviated word.



Sample Want Ad

MECHANIC 175/wk

Trainee

No exp nec. We'll train you to repair nationally known brands of typewriters.

Good fringe benefits.

- *dental plan*
- *major medical*
- *paid vacations*
- *free uniforms*

Mechanical aptitude pref'd.

Call for appt after 10 a.m.
555-3715

PROOFREADER

Reads quotations from the text

What would you be paid each week?

_____

In two words, write the kind of work you would do.

_____

_____

Fringe benefits are the extras you get, such as paid vacations.

Do you have to pay for uniforms in this job?

_____

They prefer that you have some natural talent in working with machines. Do you think you do?

_____

How would you apply?

_____

Compare and Contrast

When looking through the classified section, you may come across more than one ad for the same kind of work. Carefully read the information in each ad. Then see how the salaries, hours, benefits, etc., are alike. See how they are different.

SECRETARY/$190

Typing 50 wpm
1 year exp

Lots of room for advancement

Two week vacation
Exc. benefits

Call for interview
555-4444

Job A

SECRETARY/$210

Min 3 years secretarial exp

Neat and accurate typing skills 60+ wpm

Steno pref'd but not required. Good phone manner a must.

Send resume to Jones Co., 110 Main St.

Job B

1 Write your answers on the lines.

a. In the two want ads above, which job pays more? _____

How much more? _____

b. Which job promises that you can get ahead? _____

c. For which job would you most likely use the telephone? _____

d. How much more experience is needed to get job B than job A?

_____

e. For which job would it be helpful to know steno (shorthand writing)? _____

2 Put a check (✓) next to the best answer.

a. To apply for job A, you should first

- ☐ write for an appointment.
- ☐ telephone.
- ☐ come in for an interview.

b. To apply for job B, you should first

- ☐ write a letter.
- ☐ phone the company.
- ☐ send in your resume.

c. How do the jobs compare? How are they alike?

- ☐ They pay the same salaries.
- ☐ They both have great benefits.
- ☐ They both require previous experience.

1 Len O'Brien's letter is an answer to this ad. Suppose you want to apply for the same job. First, answer the questions below. Then write or type your own business letter on a separate piece of paper.

Wanted

CHILD-CARE WORKER

Some exp pref'd. Good chances for growth. Write Miss Pat Dalton, P.O. Box 99, Pueblo, Colorado 81009

a. What is your complete address?

_____

_____

b. When are you writing this letter? _____

c. To whom should you address the letter? Include the name and address.

_____

_____

_____

d. How should you write the greeting? _____

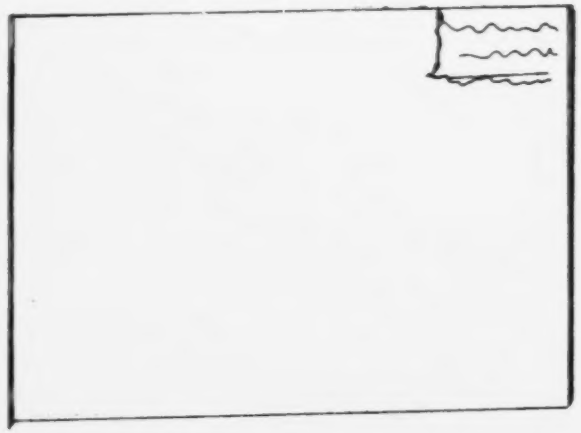
e. Why are you writing? Write the first sentence of your letter. _____

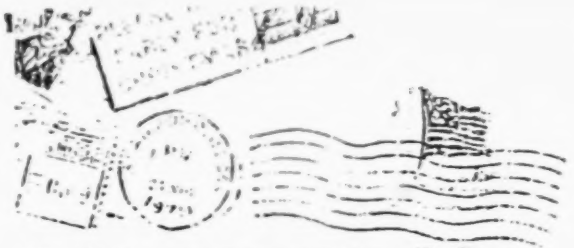
_____

f. What closing will you use? How will you write it? _____

_____

2 What information should you put on the envelope? Write the return address and the address on this envelope.





In Response to Ads

Writing a Business Letter

A help-wanted ad does not always tell you all the facts about a job. Sometimes, the only way to learn more about the job is to write for a personal interview. Your letter could open or close the door to a job. The door is more likely to open if you know how to write a correct business letter.

Skills

Identifying the parts of a business letter

Writing to apply for a job

Words to Know

Business letter — a formal message written to a company or someone who works for a company

Interview — a meeting at which two or more people learn more about each other

Supervisor — the person to whom a worker reports

Tips for Writing a Business Letter

- Include all of the seven parts shown in Len O'Brien's letter.

A Your return address with zip code
Date

C Inside address (full name and address of the person or firm you are writing to, followed by a double space)

D Greeting followed by a colon (If you know the person's name, use *Dear ____:* If not, use *Dear Sir/Madam:*)

E The body or content of the letter

F A brief and formal closing followed by a comma

G Your typed or printed name and your signature above it

- Your letter should be polite, clear, and to the point.

- Your letter should be clean and neat. All words should be spelled correctly.

1722 Russell Circle
(A) Colorado Springs
Colorado 80918
(B) May 20, 1982

Miss Pat Dalton
(C) P.O. Box 99
Pueblo, Colorado 81009

(D) Dear Miss Dalton:

In answer to your advertisement for a child care worker in last Sunday's Newstime, I would like to apply for the position. I am 18 years old and about to graduate from Bradley High School.

At present, I am working part-time at the Bradley
(E) Child-Care Center. My supervisor there is Mrs. Betty Jackson.

I plan to work full-time after graduation and would like to learn more about caring for children. I am sure I could do a good job for you as a child-care worker. May I have an interview at your convenience? If you decide to call me, my telephone number is 555-2274.

(F) Sincerely yours,

Len O'Brien

(G) Len O'Brien

Forms About You

Filling Out an Application
The way you fill out forms tells a lot about you. A complete, neatly written application shows that your work will be as neat and complete. Erasures and scratched-out words may mean that you change your mind a lot or that your work is always sloppy. Follow the tips below and your filled-out form will work *for* you, instead of *against* you.

Skills

Writing legibly

Filling Out Forms

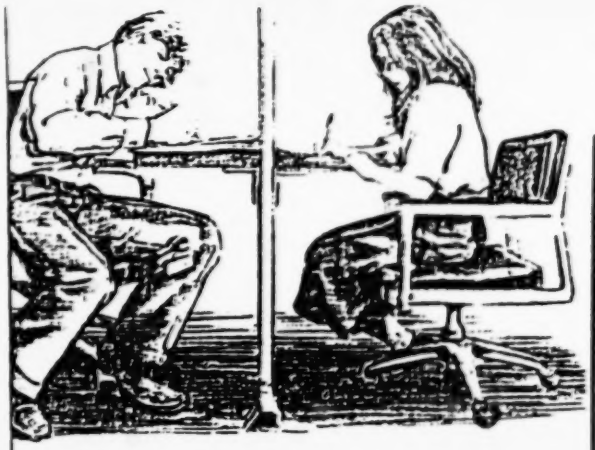
Words to Know

Marital status — are you single or married?

Prior work history — the jobs you've held before

References — people who know your character and your work

Relationship — is the person your parent, brother, cousin, etc.?



Tips on Filling Out Forms

- Read carefully before you start so that you can avoid erasures.
- Print or type, do not write, on a form. If you must print, use only one style — straight or slant. Do not mix styles. Your finished form will look much neater this way:

Milford High School — Straight

Milford High School — Slant

- Answer all questions and fill in all the blanks. If the question does not apply to you, write *N/A* on the blank. (*N/A* means "not applicable.")
- If the form provides boxes (☐), put a check (✓) in the box next to your answer.
- Spell all words correctly.
- Use up-to-date facts.
- If there are terms you do not understand, ask somebody for help. Better yet, look them up in the dictionary.

1 Print the alphabet in capital and small letters on the lines below. Remember to use only one style. All tall letters should have the same height. Short letters should have the same size too.

_____

_____

_____

TYPIST $150+
Customer service dept. Co will train to assist head of dept. Top skills. Apply in person: 50 W. 44th St. 10th Fl.

2 Suppose you are applying for the job described in this ad. Fill out the application below.

POSITION APPLIED FOR				DATE	
NAME IN FULL — LAST	FIRST	MIDDLE		MAIDEN NAME	SOC. SEC. NO.
NUMBER AND STREET	CITY	STATE	ZIP	TELEPHONE NO.	
MARITAL STATUS ☐ SINGLE ☐ MARRIED	PLACE OF BIRTH			DATE OF BIRTH	
IN CASE OF EMERGENCY NOTIFY — NAME				RELATIONSHIP	
ADDRESS				TELEPHONE NO.	

EDUCATION

TYPE OF SCHOOL	NAME AND ADDRESS	YRS. ATTENDED	YEAR LEFT	GRADUATED	COURSE OR MAJOR
GRAMMAR OR GRADE					
HIGH SCHOOL					
COLLEGE					
BUSINESS OR TRADE					

SKILLS

WHAT KIND OF WORK CAN YOU DO	TYPING SPEED
WHAT MACHINES CAN YOU OPERATE	SHORTHAND SPEED

PRIOR WORK HISTORY

LIST IN ORDER, LAST OR PRESENT EMPLOYER FIRST — MAY WE CALL YOUR PRESENT EMPLOYER ☐ YES ☐ NO

DATES FROM	TO	EMPLOYER	RATE OF PAY START	RATE OF PAY FINISH	JOB TITLE AND SUPERVISOR'S NAME	REASON FOR LEAVING
		NAME / ADDRESS				
		NAME / ADDRESS				

REFERENCES (Other than Relatives or Former Employers)

	NAME	ADDRESS	OCCUPATION
1.			
2.			

IT IS AGREED AND UNDERSTOOD THAT ANY FALSE STATEMENTS ON THIS APPLICATION MAY BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL, WHEN DISCOVERED.

SIGNATURE _____

H-10 (p. 1)

SAMPLE PAGES FROM:

Real Life Reading Skills

A Scholastic Program in Functional Literacy

by Beatrice Jackson Levin,
Assistant Director of Reading,
School District of Philadelphia, PA

SCHOLASTIC BOOK SERVICES
New York Toronto London Auckland Sydney Tokyo

Contents

	page
1. Reading Signs and Labels	5
2. Following Directions	17
3. Reading and Filling in Forms and Applications	41
4. Using Reference Material	59
5. Reading Newspapers	85
6. Consumer Education	107

On the Highway

No Radio Transmission . . . Detour Ahead . . . Resume Speed. These are just some of the signs that you see on the highway. This exercise will give you practice in reading and understanding many different highway signs.

- Read the **Words to Know** carefully. Be sure you understand what they mean. Then look at the signs on this page and answer the questions about them. You may look back at the **Words to Know** as you work.

WORDS TO KNOW

blasting — using explosives to break up stone or rocks
construction — working on a road or building
detour — a way around a main road; a temporary road
lodging — a place to stop overnight
proceed — go on; go ahead
railroad — tracks for a train
risk — possible danger or harm
temporary — for a short time
transmission — sending or broadcasting programs on radio (CB, short-wave, etc.)

Questions

(On the line, write the letter for the answer you choose.)

1. You have two ways to drive to the city. You want to get there as quickly as possible. Route A takes one hour. Route B goes over the bridge and takes only half an hour. You come to Sign 1. Which route will you take — A or B? ____

2. You are driving in your car and listening to the news on your radio. You come to Sign 5. What do you do? ____
   a. Turn down your radio.
   b. Turn off your two-way radio.
   c. Change the station.

3. It is midnight and you need a place to sleep. Which sign will you look for? ____
   a. 4 b. 2 c. 6

4. Which sign warns you to watch out for trains? ____
   a. 2 b. 6 c. 4

5. Which sign tells you there is work going on up ahead on the road? ____
   a. 1 b. 6 c. 3

6. *Temporary Detour — 2 miles ahead* means: ____
   a. there is a short detour only two miles long.
   b. you are coming to a town called Temporary Detour.
   c. you will turn off onto another road in two miles.

7. There are large holes in the road that can damage your car. Look at the signs and choose the one that should be put on the road. Write the words on the line.

   _____

8. Look at the pictures. Then look back at the signs. Which signs will you put with the pictures?

Write the number and words for the sign under each picture.

H-10 (p. 3)

• Read the **Words to Know** carefully. Be sure you understand what they mean. Then answer the questions below them. You may look back at the Words to Know as you work.

WORDS TO KNOW

exit — a way to leave or go out
dangerous — harmful
hospital — a place where sick people are looked after
intersection — the point where two roads cross each other
radar — radio waves telling how fast a car is going
resume — start or begin again
toll — money paid to drive on certain roads, through certain tunnels, or across certain bridges
zone — a section or area

Questions
(On the line, write the letter for the answer you choose.)

9. Which sign warns you to be careful because you are coming to roads that cross each other? ____
   a. Toll Ahead
   b. Dangerous Intersection
   c. Hospital Zone

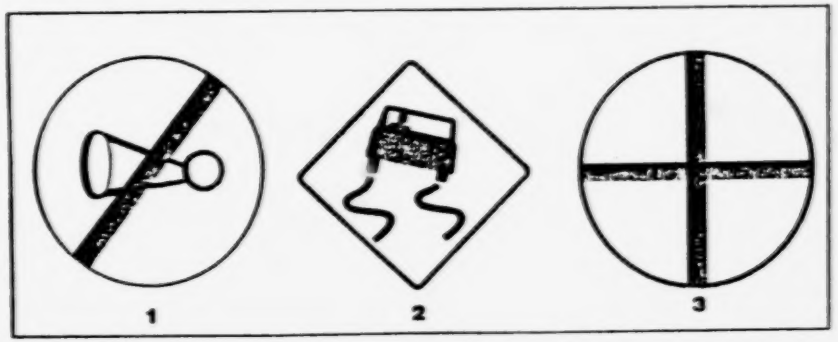
10. Which sign tells you that you should be ready to pay some money? ____
    a. Exit speed — 25 miles
    b. Speed checked by radar
    c. Toll Ahead

11. You are going faster than the speed limit, but you do not see a police car. Which sign tells you that you might get caught anyway? ____
    a. Speed Limit — 25 miles
    b. Exit speed — 25 miles
    c. Speed checked by radar

12. *Resume speed limit* means: ____
    a. slow down.
    b. you may drive at the regular speed limit again.
    c. you may drive as fast as you want.

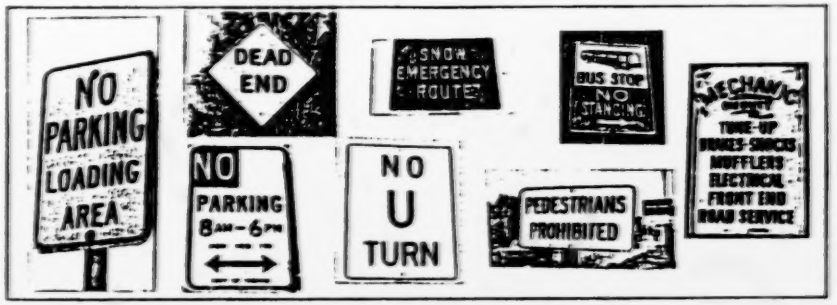
13. *Exit speed — 25 miles* means: ____
    a. you can get off the main road 25 miles ahead.
    b. you must go no faster than 25 miles an hour before you leave the main highway.
    c. you may not go more than 25 miles an hour as you get off the main highway.

14. Look at the signs below. Match the number for each sign with the correct words below.
    a. Intersection ____
    b. Do not blow horn ____
    c. Slippery when wet ____



On the Street

You will often see these signs on city streets. Do you know what they mean?



• Read the **Words to Know** carefully. Be sure you understand what they mean. Then look at the signs again and answer the questions on pages 9 and 10. You may look back at the Words to Know as you work.

WORDS TO KNOW

bills — signs, posters
emergency — sudden need; situation that demands help
enter — go in; drive in
entrance — place to go in or enter
fine — money paid when you break a law or rule
flammable — can burn easily or burst into flames
lane — section of road marked off for driving
littering — throwing paper or trash on the street
loading — putting items into a van or truck
loitering — standing around with nothing to do
mechanic — person who fixes cars or engines
on duty — on the job, working
pedestrian — person walking; person on foot
post — put up on a wall or fence; hang up
prohibited — not allowed
trespassing — entering a building or property without permission

Questions (On the line, write the letter for the answer you choose.)

1. You see the sign *No U Turn*. This means you may not: ____
   a. turn around. b. turn left. c. turn right.

2. You see the sign *Dead End* at the entrance to a street. This means: ____
   a. there is a chain across the entrance.
   b. the street does not connect with another street at the other end.
   c. there is a funeral at the end of the street.

3. *No Parking Mon., Wed., Fri., 8 a.m. -6 p.m.* means: ____
   a. you may park on Monday at 10 a.m.
   b. you may park on Friday before 5 p.m.
   c. you may park all day Tuesday and Thursday.

4. The word *flammable* on a truck means the truck is probably: ____
   a. a fire truck.
   b. carrying something that will catch fire easily.
   c. made of fireproof material.

5. On a building, a sign that says *Fine for Trespassing* means: ____
   a. the building is open on fine days.
   b. you have to pay money to get in.
   c. if you are caught in the building without permission, you will have to pay a sum of money.

6. A parking lot owner does not want people to walk through the parking lot. Look at the signs on page 9. Which one should be put up at the entrance to the parking lot? Write the words on the line.

_____

7. It is night and your car lights do not work. Which sign on page 9 will you look for? Write the words on the line.

_____

8. You need to pick up packages in your truck at a store. Which sign on page 9 tells you where to park to pick them up? Write the words on the line.

_____

9. Look at the pictures. Check any person in the pictures who is obeying the sign. Cross out the person who is disobeying the sign. You may look back at the Words to Know as you work.

H-11 (p. 1)

SAMPLE PAGES FROM:

LIFEWORKS

MOVING ON
AND
GETTING UTILITIES AND SAVING ENERGY

Written by
Leslie Pickens and Nancy Sellers for the
NORTHWEST REGIONAL EDUCATIONAL LABORATORY
Portland, Oregon

This publication was prepared under grant Nos. GOO 7604 735 and GOO 7702 783 from the United States Office of Education, Department of Health, Education and Welfare, by the Adult Education Program of the Northwest Regional Educational Laboratory with consultation assistance from the Region X Adult Education Staff Development Consortium, a cooperative effort among the states of Alaska, Idaho, Oregon, and Washington.

GREGG DIVISION McGRAW-HILL BOOK COMPANY
New York Atlanta Dallas St. Louis San Francisco
Auckland Bogotá Düsseldorf Johannesburg London
Madrid Mexico Montreal New Delhi Panama Paris
São Paulo Singapore Sydney Tokyo Toronto

CONTENTS

TO THE STUDENT 3
How to Use This Book 4
What This Book Is About 4
CHECK YOURSELF 5
Answers to "Check Yourself" 8
SOME WORDS TO KNOW 9
FOR YOU TO READ ABOUT 11
When You Know You Are Going to Move 11
Your First Visit to the New City or Town 13
Six Weeks Before You Move 16
Three Weeks Before You Move 22
Three Days Before You Move 25
One Day Before You Move 27
On the Day You Move 27
THE FOLKS NEXT DOOR 33
Moving In 33
SOME THINGS TO DO 37
Activity 1: Figuring Out Cubic Feet 37
Activity 2: What Size Truck Do I Need? 41
Activity 3: Talking About Moving 42
Activity 4: Changing Your Address 44
Activity 5: Figuring Out Truck Rental Rates 46
Activity 6: Using Metrics to Measure Distance 47
Activity 7: Getting Rid of Flammables 48
CHECKPOINT 49
MORE THINGS TO DO 52
Material to Read 52
Film about Moving 52
ANSWER KEY 53
Answers to "Spot Checks" 53
Answers to "Some Things to Do" 53

CHECK YOURSELF

On the following pages are ten questions about moving. Circle the best answer for each question. Then check the answers given on page 8 to see if your answers are correct.

If you answer eight or more questions correctly, you may want to skip the section called "For You to Read About." But you still may want to do some activities. These start on page 37.

If you do not answer eight or more questions correctly, you should read the section called "For You to Read About." Then choose "Some Things to Do" to help you learn about moving. After you have done that, "Checkpoint" will help you check your work.

1. When moving, it is important to make careful plans. You should go slowly, doing only one thing at a time. It is helpful to make lists of things to do. You should make one list as soon as you know you are going to move. And one item on this list should be to keep track of all moving expenses. Why is such a file for moving expenses a good thing to have?

   a. You can decide whether you want to buy or rent a place in the new city or town.

   b. You can decide whether you want to have a yard sale.

   c. You may be able to subtract some of your moving expenses from your income tax.

   d. You can use the file to decide where you want to live.

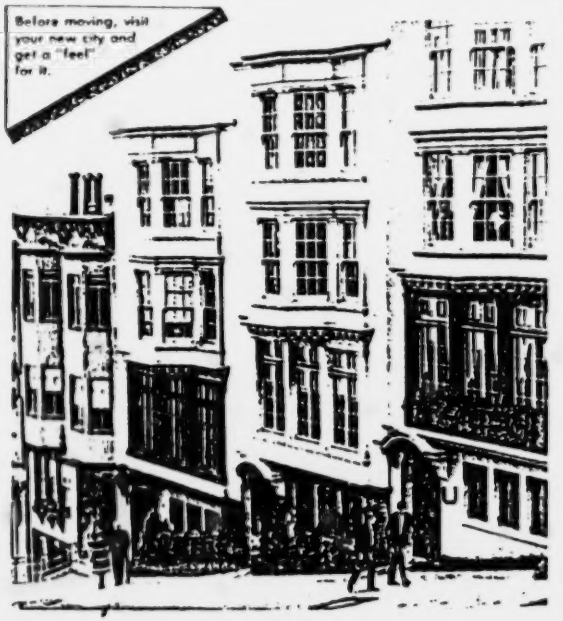
2. Another item on your list is to get rid of old things. You can give some things to friends, or have a yard sale, or give some things to groups or people who can use them. Often, if you give things to certain agencies or groups, these things are tax-deductible. Circle the answer that tells what this means.

   a. You can subtract part of the value of these things from your income tax.

   b. You do not have to pay a moving tax on these things.

   c. The agency or group pays the tax on these things.

   d. You are helping to pay the income tax of the agency or group.



3. Martha Jones is moving to a new town where she has found a good job. Because Martha has two small children, she wants to know about the schools. She also wants to know what services and activities are available in her new town. She would like a city map and other information. What is the *best* way that Martha can get such information?

   a. She could write to the post office.

   b. She could write to the utility companies.

   c. She could write to the chamber of commerce.

   d. She could write to a moving company.

4. It is a good idea to visit your new city or town before moving. That will give you a "feel" for the new place. You can learn what services and activities are available. Services and activities are the things a city or town offers. Which one of the following is *not* a service or activity?

   a. Public transportation

   b. Police and fire stations

   c. Shopping centers

   d. The mayor

5. One important thing to do about six weeks before moving is to get references. References are important if you will be looking for a job in your new city or town. Which one of the following tells what references are?
   a. Papers you have written that tell about you and your skills
   b. Papers that tell about jobs in the new city
   c. Papers that promise you a job in the new city
   d. Papers written by friends and employers who know about you and your skills
6. Another thing to do about six weeks before you move is to fill out a change-of-address card. You can get these cards from your post office or from a moving company. Which one of the following is *not* a place to send your change-of-address card?
   a. To the chamber of commerce
   b. To your friends
   c. To your bank
   d. To your post office
7. To make your move, you can rent a truck, a van, or a trailer. A truck or a van can be driven. But a trailer must be pulled behind a car. Following is a list of trailer sizes and how much they will move:
   - Small trailer—holds about one room or less of furniture.
   - Medium trailer—holds about two rooms of furniture.
   - Large trailer—holds two to four rooms of furniture.

   Barbara is moving from one apartment to another. She has one small bedroom, a living room, a kitchen, and a bath. What size trailer should Barbara rent for her move?
   a. A small trailer
   b. A medium trailer
   c. A large trailer
   d. A truck
8. Flammables are things that catch fire easily and burn quickly. Such things should not be packed. Which one of the following is *not* flammable?
   a. Fireworks
   b. Medicine bottles
   c. Gasoline
   d. Matches
9. If your move will involve a long trip, you probably will need a truck. If you cannot borrow a truck, you can rent one. However, there are some things you should know before renting a truck. Which one of the following do you *not* have to tell the truck rental company?
   a. The city or town you are moving to
   b. The number of days you need the truck
   c. The number of miles you will drive the truck
   d. Your monthly income
10. The cost of renting a truck, van, or trailer is different from company to company. If you have a lot to move, you probably will need a truck. You want to rent one that is just the right size. That will save you money. A truck rental company can help you decide what size truck you need. The following list gives an idea of truck sizes and how much they will move:
    - 24-foot truck—holds about eight rooms of furniture
    - 20-foot truck—holds about seven rooms of furniture
    - 16-foot truck—holds about six rooms of furniture
    - 12-foot truck—holds about five rooms of furniture

    If you wanted to move a household of two bedrooms, a living room, a kitchen, and a dining room, what size truck would you rent?
    a. A 24-foot truck
    b. A 20-foot truck
    c. A 16-foot truck
    d. A 12-foot truck

ANSWERS TO "CHECK YOURSELF"

Here are the answers to "Check Yourself." If you are not sure whether you are right about a question, ask your instructor for help. If you did not answer eight or more questions correctly, you should study the material "For You to Read About." There is a page number given after each answer. It shows where you can find information about each question.

1. c (page 11)
2. c (page 12)
3. c (page 12)
4. d (page 12)
5. d (page 17)
6. a (page 17)
7. c (page 19)
8. b (page 24)
9. d (page 19)
10. d (page 18)

SOME WORDS TO KNOW

The following words are found in the section called "For You to Read About." You may want to study them before you read the material. These words will help you understand moving. They will also be helpful in other areas of your life. Study these important words carefully.

chamber of commerce a business, found in most cities and towns, that gives information about services and activities available. The people who work at a chamber of commerce want to help others learn about their city or town.

change-of-address card a form you fill out for your post office so that mail will be sent to your new address.

commission a fee for providing a service, such as making a sale for someone. Real estate agents charge a commission when they sell a house for its owner.

cubic feet the amount of space (length, width, and depth) an item takes up.

deduct to subtract from. For example, some moving expenses can be deducted from your income tax.

dolly a small platform on wheels to carry heavy things. It is drawn by a cord.

flammables things that catch fire easily and burn quickly.

floor plan a drawing of the way a place is laid out. For example, a floor plan shows where the bedrooms, bathroom, and kitchen are.

forward to send a person's mail to his or her new address.

hand truck a small metal frame with handles on one end and wheels on the other end. It is used to move heavy items by hand.

moving van a truck used for moving.

real estate agent a person who shows and sells houses for the owners. A real estate agent receives a fee for selling a house. This money is called the agent's commission.

reference a person (friend, neighbor, landlord, or employer) who can say what kind of person you are. A reference can also be a written statement of whether or not you are a good neighbor, tenant, or worker.

safety deposit box a box you can rent at a bank to store things of value.

services and activities the things available in a community, such as schools, churches, parks, hospitals, public transportation, fire and police departments, sports programs, shopping, and so on.

transfer to move or change from one place to another.

wardrobe containers large boxes in which you can hang clothes during moving.

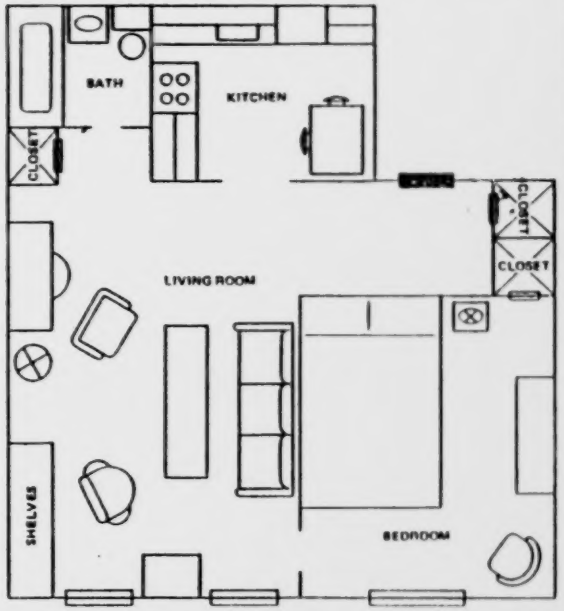
■ *Use a map when looking for a place to live.* On the map, mark the areas you like. Then mark the places you like in those areas. This saves time, and it will help you understand the new place.

■ *Get a telephone book from the local telephone company.* Then check the addresses for companies or services you will need. This may help you decide where to live.

■ *If you have children, find out about the schools available.* You may like some schools better than others. You may want to choose a place near the schools that fit your needs.

■ *Visit the chamber of commerce to find out about services for newcomers.* You can get lots of help and information from the people at the chamber of commerce. Also pick up a local newspaper. It will give you a good idea of what your new city or town is like.

■ *When you find a place to live, make a drawing of the floor plan.* A *floor plan* is a drawing of the way a place is laid out. Measure windows, doors, halls, and rooms. Then draw a picture like the one shown here. First draw the walls. Then add the windows and doors. You can also measure your furniture. Draw the furniture on the floor plan to see how it fits. This will help you decide which things to keep, throw away, or sell. You can also write the measurements on your floor plan.



Use a map when you are looking for a new place. On the map, mark those areas you like best.

Summary

The following list tells what things you should do when you first visit your new city or town:

- Visit the chamber of commerce to find out about services and activities.
- Ask about schools or other services you need.
- Mark a city map to show the areas where you would like to live.
- Visit many different areas of the city or town.
- Get a telephone book from the local telephone company.
- When you find a place, make a drawing of the floor plan.

SPOT CHECK 2

In the spaces to the left, write *T* if the sentence is true. Write *F* if the sentence is false.

_____ 1. It is silly to waste money visiting a new town when you are going to move there anyway.

_____ 2. A telephone book can help you pick a place to live because it shows the addresses of services and activities you might want.

_____ 3. The chamber of commerce sells things to visitors.

_____ 4. A city map can help you pick a place to live because it shows where things are and how to get to them.

_____ 5. It does no good to have a floor plan for a place unless you want to buy carpets.

Answers are given on page 53. You may wish to share your answers with your instructor.

H-12 (P. 1)

SAMPLE PAGES FROM:

LIFEWORKS

BUYING AND CARING FOR YOUR CAR

AND

INSURANCE FOR YOUR LIFE, HEALTH, AND POSSESSIONS

Written by Nancy Sellers for the
NORTHWEST REGIONAL EDUCATIONAL LABORATORY
Portland, Oregon

This publication was prepared under grant Nos. GOO 7604 735 and GOO 7702 783 from the United States Office of Education, Department of Health, Education, and Welfare, by the Adult Education Program of the Northwest Regional Educational Laboratory with consultation assistance from the Region X Adult Education Staff Development Consortium, a cooperative effort among the states of Alaska, Idaho, Oregon, and Washington.

GREGG DIVISION McGRAW-HILL BOOK COMPANY
New York Atlanta Dallas St. Louis San Francisco
Auckland Bogotá Düsseldorf Johannesburg London
Madrid Mexico Montreal New Delhi Panama Paris
São Paulo Singapore Sydney Tokyo Toronto

CONTENTS

TO THE STUDENT	3
How to Use This Book	3
What This Book Is About	5
CHECK YOURSELF	6
Answers to "Check Yourself"	8
SOME WORDS TO KNOW	9
FOR YOU TO READ ABOUT	10
Buying a Car	10
Paying for a Car	14
Where and When to Buy a Car	20
Inspecting a Car	23
Buying the Car	32
Other Things to Know About	39
Getting Car Insurance	42
Taking Care of Your Car	47
Finding a Good Mechanic	52
Getting Good Service	53
THE FOLKS NEXT DOOR	56
Buying a Used Car	56
SOME THINGS TO DO	61
Activity 1: Finding the Right Car	61
Activity 2: The Cost of a Car	62
Activity 3: Inspecting a Car	64
Activity 4: Financing Your Car	65
Activity 5: Maintenance Costs	67
Activity 6: Maintaining Your Own Car	68
Activity 7: Costs of Owning a Car	69
CHECKPOINT	70
MORE THINGS TO DO	72
Activity: Servicing Your Car	72
Materials to Read	74
ANSWER KEY	75
Answers to "Spot Checks"	75
Answers to "Some Things to Do"	77
Answers to "More Things to Do"	78

FOR YOU TO READ ABOUT

You may wish to read about owning a car before you do the activities in "Some Things to Do." You can read the information in this section by yourself. But you might want to read it with a friend or with your instructor. The information will help you to make a good choice when buying a car. You also will find information about how to take care of your car.

BUYING A CAR

The biggest purchase a person or a family can make is to buy a home. The next biggest purchase is to buy a car. Cars cost a lot of money. New cars, of course, are very expensive. But even good used cars cost a lot of money.

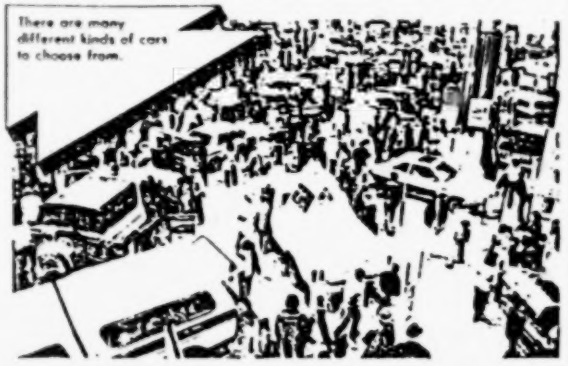
When people buy a home, they make a thoughtful decision. They check the place carefully. They also have the place inspected before they buy it. People should do the same thing when they buy a car. Too often, however, people buy a car simply because of its looks or style. Or the price seems like a great buy. That is not a good way to make such an important decision. The following information can help you get a good car for your money.

What Kind of Car Should You Buy?

You can choose from many kinds of cars. There are small cars, compact cars, and sports cars. There are vans and campers for traveling. And there are jeeps and pickup trucks for use on rough roads and for hauling things.

Each car company uses different names for its kinds of cars. Some names that you will hear often are:

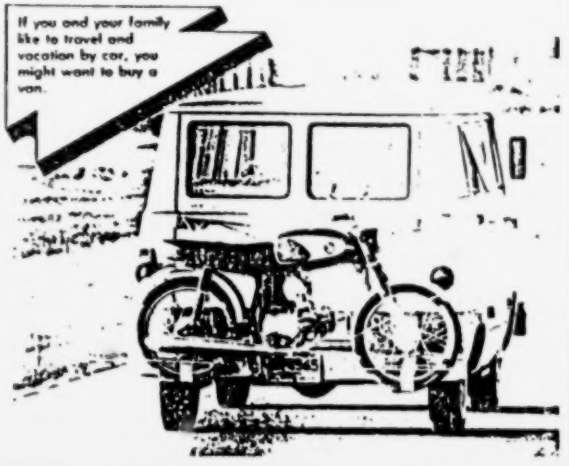
- Sports
- Compact
- Subcompact
- Small-size
- Mid-size or medium-size
- Full-size
- Economy-size
- Luxury



There are many different kinds of cars to choose from.

The car companies sometimes use the same name for different kinds of cars. For example, one company may call a car full-size, while another company may call the same kind of car mid-size. The name used is not important. Your needs and wants are most important in making a car-buying decision. This decision depends on the following important things:

- The size of the car
- Its cost
- Its performance
- The style of the car
- The extra things, or options, you can choose



If you and your family like to travel and vacation by car, you might want to buy a van.

Your decision about a car probably will depend most on the size and the cost. You want a car that fits your needs in terms of space and comfort. And, of course, it must be a car that you can afford. Careful thinking before you shop for a car will help you make a better decision. Following is a list of questions to ask yourself. Your answers will help you to see what kind of car you need. Then you will be able to make a better car-buying decision.

- How big a car do I need? How many people will usually ride in the car? Will there be pets, too?
- Will I do much long-distance driving? Do I want a bigger car for comfort? Or do I want a smaller car to help save money on gas?
- How much can I afford? Can I afford a down payment? Can I afford the monthly payments? How much can I afford to spend on gas and repairs? (See pages 14 to 20 for information about how much you can afford.)
- What kind of car is best for me? Do I like to camp and drive on backroads? Will I ever carry large, heavy things in my car?
- Do I need to use the car every day? Or do I only need it in the evenings and on weekends?
- Do I like sporty-looking cars? Or is a regular car better for me? Do I need a great-looking car? Do I need a fast car? Or do I just need to get around safely and cheaply?
- What kind of extras would I like? Do I want a radio, air conditioner, or white-sidewall tires?
- What color would I like? Will I be able to find this color easily?
- How many of the extras can I afford?

Should You Buy a New or Used Car?

There are many new and used cars to buy. Some people believe that new cars are better. They believe that new cars run better. They like the look of a new car. And they believe they won't have to pay much for repairs. These people believe new cars are a better and safer buy. For other people, new cars just cost too much. These people know that used cars cost less than new ones. They look for good used cars to buy. The cost of a good used car and of any repairs that it might need may not be as much as the price of a new car.

If you have answered the questions given above, then you know about your needs and wants. Your needs and wants will help you decide if a new or used car is better for you. The cost of a car often is the most important part of this decision. Most used cars cost less than new cars. You may not have enough money to buy a new car now. Or you may not want to take out a loan. In that case, a used car may be better for you. Besides the cost, however, there are other reasons to buy a used car or a new one. The following table lists the most common reasons why people might or might not buy a new car or a used one.

Reasons to Buy a New Car	Reasons Not to Buy a New Car
You know that problems and defects (bad parts) are covered by a warranty (a promise by the car seller to replace or repair defects).	New cars depreciate, or lose value, quickly.
New cars usually look great! You like the newest styles.	New cars may have defects that have not been found by the company or owner.
New cars have the latest equipment. There are more safety features.	New cars are expensive. Perhaps you cannot afford one now.
You do not have to worry about how the car will run. A new car should run well.	More new cars are stolen than used ones. You might have to keep it in a safe place.

Reasons to Buy a Used Car	Reasons Not to Buy a Used Car
With used cars, most of the depreciation (loss of value) has already happened. You will not lose much on the value of a used car.	Buying a used car can be risky. You can never know whether you are getting a good car. There may be too many repair bills.
Any problems may have been found and fixed in a used car. And the car has been driven to break it in.	Used cars may use too much gas.
You can find out whether that model of used car has any defects.	Used cars usually do not have a warranty. Or the warranty may be for too short a time.
You like older cars. The new styles do not attract you.	Used cars may not have the newest safety features. You do not want to pay to put them in.
Used cars cost less than new cars. And used cars can last a long time.	Used cars are out of style. You do not want a worn-looking or old-style car.

Which list of reasons sounds most like you? You may have other reasons to want a new car or a used one. If you are going to buy a car, you should make a list of your needs and wants. Then figure out whether a new car or a used car fits your needs better.

SPOT CHECK 1
On page 14 are the stories of three families and their needs. Using the information given, write down the kind of car each one would probably choose. Decide whether a new or used car would be best. Then give your reasons for the choice.

1. The Shepard family has three children and a large dog. They use a car every day. During the evenings and on weekends they like to take short trips with the whole family. The Shepard family has $250 a month to spend on a car. What kind of car would be best for them? Why?

2. The Garcia family has two adults and two children. Both parents work while the children are in school. They use a car only in the evenings or on weekends to go shopping. Both of them use the bus to get to work. The Garcias have about $180 a month they could spend on a car. What kind of car would be best for them? Why?

3. The McGinnis family has one adult and one child, Robin and her son, Jeffrey. Robin works while Jeffrey is in school. She has only $100 a month to spend on a car. She does not want to spend much money on gas. What kind of car would be best for Robin? Why?

Answers are given on page 75. You may want to share your work with your instructor.

PAYING FOR A CAR

What Can You Afford?

Can you afford a car at all? Do you really need one? You may want to think about these questions first. Sometimes people believe they need a car. But if they think carefully, they see that this is not really true. They could use buses, trains, or taxis to get around. Or maybe they could use a bicycle, a motorcycle, or a motorbike. These kinds of transportation usually cost less than a car. Your needs are the important thing in making a decision.

If you *are* going to buy a car, you must figure out how much you can afford to pay. There are many costs to buying and owning a car. It costs a lot to run a car and keep it in repair. You do not want to get yourself deeply in debt.

You may have enough money in savings to buy a car now. If you do, you are lucky! Cars cost a lot of money. It is hard to save thousands of dollars to buy one. Many people have to get a loan to buy a car. Sometimes they pay part of the cost in a cash down payment. Then they pay the rest of the cost by getting a loan.

Figure out all the costs of buying a car before looking for one. Learn what you can really afford. Then you can make a better choice when you look at cars. You will be able to tell whether a dealer's prices are fair.

If you need a loan, figure out how large a loan you can afford. Can you make a cash down payment for part of the cost? And can you add another monthly payment to your budget? If you have a monthly budget, you can answer this question quickly. But if you have not made a budget, you should do so *before* looking at cars. To figure out your monthly budget, add up your expenses for the following things:

- Housing payment or rent
- Utilities
- Food
- Transportation
- Clothing
- Medical costs
- Entertainment
- Other expenses you have every month

Then subtract these expenses from the total money you take home each month. How much money do you have left? This is the most you could spend each month for a car payment. Is it enough money? If you have savings, you could make a cash down payment. That would lower your monthly payments.

The Costs of Owning a Car

Now figure out how much it costs to own a car. Knowing these costs can help you see whether you can afford a car. You will be able to make a better choice. First, choose a car you might like to buy. You can choose a new car or a used one. Look for information in ads in newspapers or magazines. The ads can help you figure out some of the costs.

On page 16 is a list of the most important car costs. It tells where you can find information about costs. It also gives hints about how to estimate, or guess, the costs. Page 18 shows a chart that you can use to help figure out your car costs. The first thing, though, is to list all the costs you can think of. Then find out how much each cost is likely to be. The list on the next page will get you started.

H-13 (p.1)

SAMPLE PAGES FROM:

LIFEWORKS

YOUR HOUSING NEEDS AND RENTING A PLACE TO LIVE

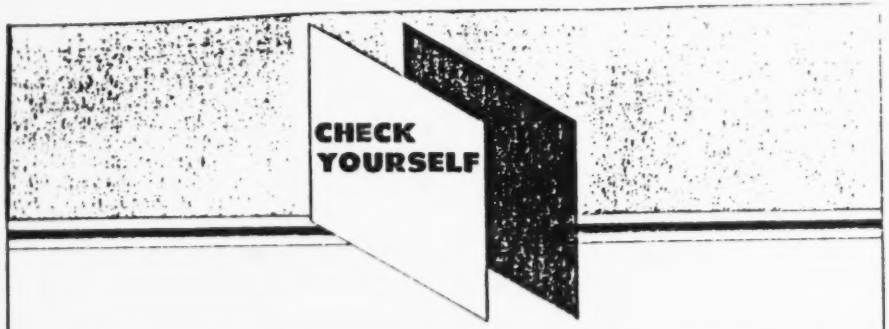
Written by
Leslie Pickens and Nancy Sellers for the
NORTHWEST REGIONAL EDUCATIONAL LABORATORY
Portland, Oregon

This publication was prepared under grant Nos. GOO 7604 735 and GOO 7702 783 from the United States Office of Education, Department of Health, Education, and Welfare, by the Adult Education Program of the Northwest Regional Educational Laboratory with consultation assistance from the Region X Adult Education Staff Development Consortium, a cooperative effort among the states of Alaska, Idaho, Oregon, and Washington.

GREGG DIVISION McGRAW-HILL BOOK COMPANY
New York Atlanta Dallas St. Louis San Francisco
Auckland Bogotá Düsseldorf Johannesburg London
Madrid Mexico Montreal New Delhi Panama Paris
São Paulo Singapore Sydney Tokyo Toronto

CONTENTS

TO THE STUDENT	3
How to Use This Book	4
What This Book Is About	5
CHECK YOURSELF	6
Answers to "Check Yourself"	8
SOME WORDS TO KNOW	9
FOR YOU TO READ ABOUT	11
What Do You Need?	11
What Do You Want?	18
What Can You Afford?	28
Are You Going to Rent or Buy?	30
THE FOLKS NEXT DOOR	32
Finding the Right Place	32
SOME THINGS TO DO	36
Activity 1: Housing Choices	36
Activity 2: Your Housing Needs	37
Activity 3: Buying a House	38
Activity 4: Housing Terms	39
Activity 5: Housing Costs	39
Activity 6: Learning about Housing	40
CHECKPOINT	41
MORE THINGS TO DO	43
Activity: Your Housing Needs and Wants	43
Materials to Read	44
Films about Housing	44
ANSWER KEY	45
Answers to "Spot Checks"	45
Answers to "Some Things to Do"	45



On the following pages are 12 questions about housing needs. Circle the *best* answer for each question. Then check the answers given on page 8 to see whether your answers are correct.

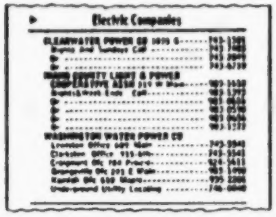
If you answer 10 or more questions correctly, you may want to skip the section called "For You to Read About." But you still may want to do some activities. These start on page 36. Or you may want to read some other books about housing. Your instructor can tell you the names of some other books.

If you do not answer 10 or more questions correctly, you should read the section called "For You to Read About." Then choose "Some Things to Do" to help you learn about housing. After you have done that, "Checkpoint" will help you check your work.

There are some important words and information in the material "For You to Read About." Knowing these words and this information can help you to understand housing needs. The first four questions will show you whether you already know what these words mean. The next eight questions will show you how much you already know about housing needs.

1. One kind of place you could choose is called a duplex. Which one of the following is *not* true about a duplex?
   a. You can rent or buy a duplex.
   b. A duplex has several units in it.
   c. A duplex usually costs more than a house.
   d. A duplex has more storage space than an apartment.
2. A person who collects rent money and takes care of repairs in an apartment building is called a:
   a. Landlord or a manager
   b. Renter
   c. Tenant
   d. Maintenance person
3. Which one of the following is *not* an appliance?
   a. A stove
   b. A refrigerator
   c. A washing machine
   d. A telephone
4. Some of the reading in this book is about needs and wants. A need is something necessary for life. A want is something you would *like* to have. Which one of the following is a housing need?
   a. A play yard
   b. A garage
   c. Heat
   d. Closets
5. There is a law that says that each person must have at least 50 square feet of living space. This is the smallest amount of space someone needs. Still, a person would want more space to be comfortable. How much space would a family of three need to be comfortable?
   a. 250 square feet
   b. 125 square feet
   c. 100 square feet
   d. 50 square feet
6. It is important to check the heat and hot water where you live. This is because you want your place to be safe. There are some people you can call to check the heat and hot water. Which one of the following would *not* be able to help you?
   a. The gas, electric, or oil company
   b. A lawyer
   c. An electrician or a plumber
   d. The local housing authority
7. When choosing a place to live, it is important to have enough heat. Heating needs depend on many things. Which one of the following would *not* affect your heating needs?
   a. Your lifestyle
   b. The climate in which you live
   c. The type of heat available
   d. The kind of appliances you own
8. When choosing where you will live, it is wise to think about services and activities. For example, you may want parks and shopping areas nearby. Which one of the following is *not* a service or activity?
   a. Schools
   b. A driveway
   c. A health clinic
   d. Churches
9. Some of the reading material tells what a person can afford to spend for housing. Most experts say that a person should spend about how much of his or her monthly income on housing?
   a. One-half
   b. One-third
   c. One-quarter
   d. One-fifth

MOSES LAKE CITY OF


Electric Companies

Plumbing Contractors

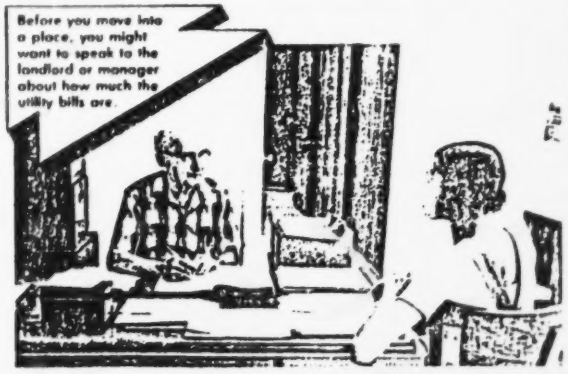
about the heating and hot-water systems in your place, have someone check them. You can do this in one of the following ways:

- Look in the telephone book for the name of your town or city. Near it should be one of the following listings: Public Works, Housing Authority, Plumbing and Heating, Engineers, Building, Electrical Inspector, or City Manager. Someone at one of these numbers should be able to help you. Some of these people can check your heating and hot-water tank. Or they may give you the telephone number of someone who can. Remember to ask if there is a cost for this service.
- Call the gas, electric, or oil company. Their telephone numbers are found in the Yellow Pages of the telephone book. Look under "Gas Companies," "Electric Companies," or "Oils–Fuel." These companies may have people who can check your heating and hot-water tank. They may do this as part of their service, or you may have to pay a small fee.
- Call a builder, plumber, electrician, or heating expert. These people may be able to tell you where to get help. Or they may help you for a small fee.

Summary

When looking for a place, remember to ask *what kind* of heating it has. Also find out *how much* the heating bills are likely to be. To learn this, you can:

- Ask the landlord what the heating usually costs each tenant.
- Ask other tenants what they usually pay for heat. But remember that your needs may be different. How often are you at home? How warm do you like your place to be? How many people will live there with you?
- Call one of the utility companies (gas, oil, or electricity, depending on the kind of heat). Give them your address and apartment number if you live in an apartment. They can tell you how much the heating bills were for the last year. This will give you an *idea* of what heating will cost you.



It is important to have enough electrical outlets for all your appliances.

Remember, your heating needs depend on:

- How many people are in your family
- The type and size of your place
- What type of heating is used
- How much you can afford for heating
- The area you live in (whether sunny and warm or cold and wet)
- Your lifestyle (how you like to live)

Electricity

Another housing need to think about is electricity. You should have enough outlets for the number of electrical appliances you have. (An *appliance* is a household aid that uses electricity, gas, oil, or coal. For example, a stove, a refrigerator, a washer, and a dryer are all appliances.)

Older housing may have only one electrical outlet in each room. This is not enough if you are going to use a TV, a stereo, and two lamps in that room. An outlet that has too many appliances plugged into it can cause fires. Newer buildings, however, usually have one electrical outlet on each wall. In this case, there is less danger that you will plug too many appliances into a single outlet.

To find out your needs for electricity, think about these things:

- How old or new is the electrical wiring in your place?
- How many electrical appliances do you have in each room?
- How many appliances are plugged into each outlet?
- How often and how long do you use your appliances?
- When was the electrical system last checked?

SPOT CHECK 1

1. What are the four main housing needs?
   a.
   b.
   c.
   d.
2. How much space does each person in a house or apartment need?
3. Where can you find help in checking your heating, hot water, and electrical systems?

Answers are given on page 15. You may want to share your work with your instructor.

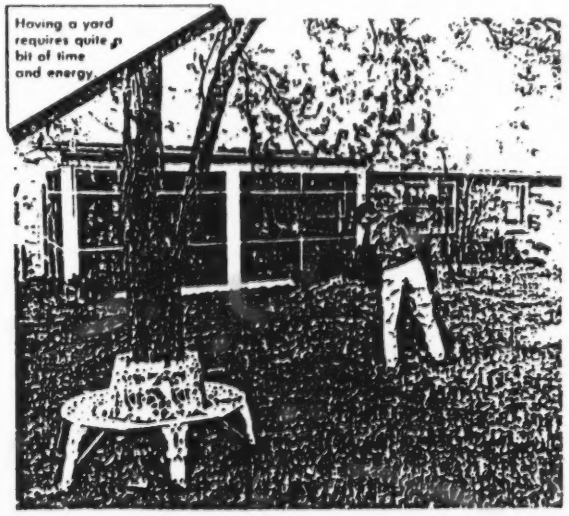
WHAT DO YOU WANT?

It is important that your housing be large enough and warm enough. It also should have enough hot water and safe electricity. But there is more to think about in finding the right place for you. There are some other things you might like to have. These are your *housing wants*.

For example, you might want to be close to schools and shopping areas. You might want to be near *public transportation* (ways for people to get around, such as buses, planes, taxis, and trains). You might want a garage for your car or a large yard for a garden.

You may be able to afford most of your housing wants. But even if you can afford everything you want, it may not be easy to find them all in one place. Let's look at the things that might be important when choosing a place to live. We will think about the following things:

- The type of place
- Where it is
- What services are nearby
- What kinds of activities are available
- Other special wants



SAMPLE PAGES FROM:

LIFEWORKS

BUYING A HOUSE AND BUYING A MOBILE HOME

Written by
Leslie Pickens for the
NORTHWEST REGIONAL EDUCATIONAL LABORATORY
Portland, Oregon

This publication was prepared under grant Nos. GOO 7604 735 and GOO 7702 783 from the United States Office of Education, Department of Health, Education, and Welfare, by the Adult Education Program of the Northwest Regional Educational Laboratory with consultation assistance from the Region X Adult Education Staff Development Consortium, a cooperative effort among the states of Alaska, Idaho, Oregon, and Washington.

GREGG DIVISION McGRAW-HILL BOOK COMPANY
New York Atlanta Dallas St. Louis San Francisco
Auckland Bogotá Düsseldorf Johannesburg London
Madrid Mexico Montreal New Delhi Panama Paris
São Paulo Singapore Sydney Tokyo Toronto

CONTENTS

TO THE STUDENT	3
How to Use This Book	4
What This Book Is About	4
CHECK YOURSELF	5
Answers to "Check Yourself"	6
SOME WORDS TO KNOW	7
FOR YOU TO READ ABOUT	10
Should You Buy a House	10
What Can You Afford	11
Finding the Right House for You	15
What to Look for in a House	22
Working With Real Estate Agents	28
Financing Your House	30
Insuring Your Home	40
Some Other Terms to Know	42
THE FOLKS NEXT DOOR	43
Our First House	43
SOME THINGS TO DO	48
Activity 1: House Buying in Your Area	48
Activity 2: Looking at Houses	50
Activity 3: Mortgage Loans	50
Activity 4: Financing a House	55
Activity 5: Financing Terms	56
Activity 6: Interest Rates	57
Activity 7: Length of Loans	58
Activity 8: Down Payments	59
CHECKPOINT	61
MORE THINGS TO DO	63
Activity 1: Amortization	63
Activity 2: Some Visitors	66
Activity 3: A Costly Need	67
Materials to Read	68
Films about Buying a House	68
ANSWER KEY	69
Answers to "Spot Checks"	69
Answers to "Some Things to Do"	70
Answers to "More Things to Do"	70

What Is Your Price Range?

The price of the house you buy should not be more than 2½ times your family's income each year. If you and another person together make $20,000 a year, you probably can afford a house that costs $50,000. Here are the figures:

$20,000
× 2½
$50,000 → What you can afford

Or, if you make $10,000 a year and another family member makes $8000 a year, together you probably can afford a house that costs $45,000.

$10,000 + $8,000 = $18,000
× 2½
$45,000 → What you can afford

In the past, lenders looked only at a husband's income to see what a family could afford. Usually, a wife's income was not counted at all. But this is now against the law. Mortgage lenders now have to consider the *total* income of both husband and wife. They also must consider any income from steady part-time work. And they no longer can ask a family about future plans for having children. This new law—which is part of the Equal Credit Opportunity Act—makes it easier for a family to get better housing.

You can figure out your price range, then, by multiplying your yearly income by 2½. That figure is the most you can afford to pay for a house.

12

175

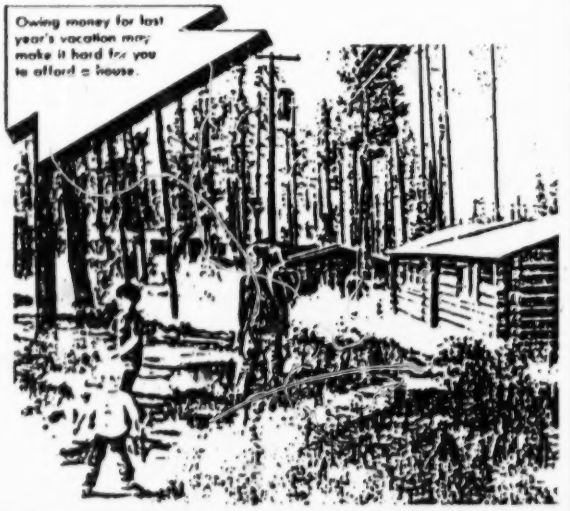
How Much Can You Spend Each Month?

Now you need to know how much you can afford to spend on housing each *month*. A person should *not* spend more than one-third of his or her monthly take-home pay for housing. This should include the cost of the mortgage loan as well as *utilities* and repairs (utilities are household services, such as gas, electricity, and water). Thus, if you take home $750 a month, you should not plan on spending any more than $250 a month for housing:

⅓ of $750 = $3\overline{)750}$ = $250 → What you can spend *each month* for housing

Of course, with a smaller monthly income, it would be very difficult to buy a house. Housing costs are going up every year. Therefore, most people must wait quite a while before buying a house. Or, often enough, two people buy a house together. Many couples can afford a house because they have two incomes. But it is often very hard for a single person to be able to afford a house alone.

Before deciding what you can spend each month for housing, you also should think about your other expenses. Do you go out often? Do you make large car payments? Do you have large bills for doctors or dentists? Do you owe other money? All these expenses make it difficult to afford large monthly payments for a house. It is important to think about all your monthly expenses carefully.



13

176

How Much Cash Can You Pay?

You need cash to make the *down payment* on a house. The down payment is part of the purchase price. It is the amount of money that the buyer is unable to borrow or does not wish to borrow when he or she agrees to take the house. The amount of the down payment is different for each house. Usually, it is about 10 percent of the purchase price. But it may be as high as 25 percent for some houses. Thus, if a house costs $40,000 and the down payment is 10 percent, you need to pay $4000 right away. This is the cash you must have *before* you can get a loan for the rest of the purchase price. Here are the figures for this:

$40,000 → The purchase price
× .10 → Portion needed for down payment (10 percent)
$ 4,000 → The amount of the down payment

Here is an example of a person deciding what she can afford for a house. Yolanda Moore has been working for 3 years since leaving high school. She is tired of living in an apartment, and so she wants to buy a house. Yolanda wants to put her money into something of value. She does not want to pay rent forever. Yolanda makes $17,500 a year. She multiplied her income by 2½ to find out her price range:

$17,500
× 2½
$43,750 → What Yolanda can afford

Thus, $43,760 is the most money Yolanda should pay for her house. Yolanda takes home $855 a month. She divided her take-home pay by 3 to find out what she should pay each month:

⅓ of $855 = $3\overline{)855}$ = $285

Thus, $285 is the most Yolanda should pay for her monthly housing expenses. She has saved $5000 for a down payment and for moving costs. With these facts in mind, Yolanda started looking for her house.

SPOT CHECK 1

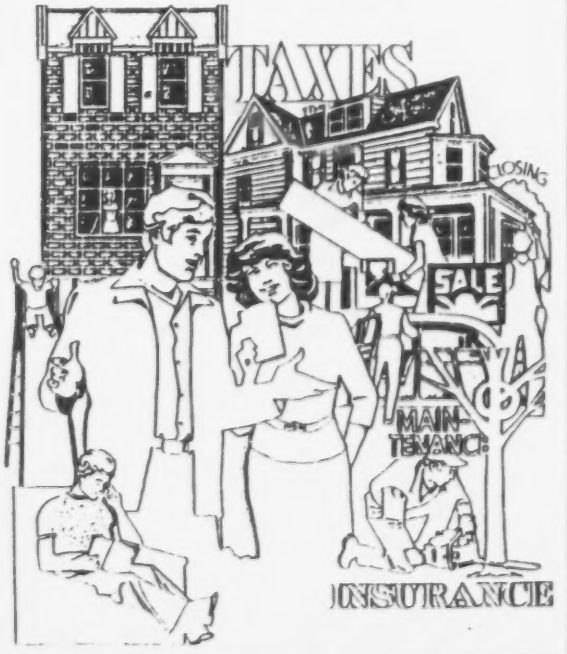
1. What three things do you need to know when deciding how much you can afford to pay for a house?
   a. _____
   b. _____
   c. _____
2. In the following space, figure out what you can afford:
   $ _____ → Your family's income each year
   × 2½
   $ _____ → The most you can afford
3. In the following space, figure out how much you can spend each month on housing:
   $ _____ → What you can spend each month on housing
   3 → Your family's monthly take-home pay
4. If the purchase price of a house is $35,000 and the down payment is 10 percent, how much cash is needed for the down payment?
   $35,000 → The purchase price
   × .10 → Portion needed for down payment (10 percent)
   $ _____ → The amount of the down payment

Answers are given on page 69. You may want to share your work with your instructor.

FINDING THE RIGHT HOUSE FOR YOU

Are you sure that buying a house is right for you?

Once you know what price range you can afford, and how much you can spend each month, and whether you have the cash for the down payment, you are *almost* ready to shop for a house. When you buy a house, you probably are making the biggest purchase you will ever make. So shop *carefully*.



Before Shopping for Your House

Before you look at houses, you must know what your family's needs and wants are. You also need to know where you want to live. Consider the following things.

WHAT DO YOU NEED? Your *housing needs* are those important things you *must have* to live. They include the following things:

- Enough space for each family member
- Enough heat
- Enough hot water
- Enough electricity

These are the basic things you need in any house you may buy. Think about them carefully.

WHAT DO YOU WANT? Your *housing wants* are the special things you would *like to have* in a house. They might include the following things:

- More than one bathroom
- A yard, an attic, a basement, or a garage
- A flower or vegetable garden
- Built-in kitchen appliances (an *appliance* is a household aid that uses electricity, gas, oil, or coal. For example, a stove, a refrigerator, a washer, and a dryer are all appliances)
- Carpets and drapes

Only you can decide what your own housing wants are. Think about how you and your family live. Make a list of the things you would like to have in the house that you buy.

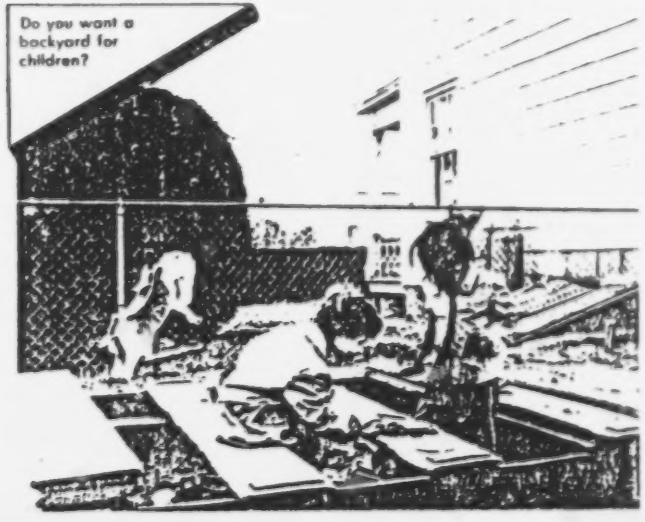


Table 12-8. Special Education Instructional Materials Centers and Regional Materials Centers (SEIMC/RMC)

Region	*Areas served*	*Addresses of centers*
1	Alaska Hawaii Idaho Montana Oregon Washington Wyoming Guam Samoa Trust Territory	Northwest ALRC University of Oregon Clinical Services Building, Third Floor Eugene, OR 97403 (503) 686-3591
2	California	California ALRC 600 Commonwealth Ave. Suite 1304 Los Angeles, CA 90006 (213) 381-2104
3	Arizona Colorado Nevada New Mexico Utah Bureau of Indian Affairs	Southwest ALRC New Mexico State University Box 3 AW Las Cruces, NM 88003 (505) 646-1017
4	Arkansas Iowa Kansas Missouri Nebraska Oklahoma North Dakota South Dakota	Midwest ALRC Drake University 1336 26th St. Des Moines, IA 50311 (515) 217-3951
5	Texas	Texas ALRC University of Texas at Austin College of Education Building 1912 Speedway Austin, TX 78712 (512) 471-3145
6	Indiana Michigan Minnesota Wisconsin	Great Lakes ALRC Michigan Department of Education P.O. Box 30008 Lansing, MI 48909 (517) 373-9443

Continued.

Marsh, G. E., Price, B. J., & Smith, T. E., Teaching Mildly Handicapped Students: Methods and Materials, St. Louis: The C. V. Mosby Co., 1983.

Table 12-8. Special Education Instructional Materials Centers and Regional Materials Centers (SEIMC/RMC)—cont'd

Region	*Areas served*	*Addresses of centers*
7	Illinois	ALRC Materials Development and Dissemination Specialized Educational Services Illinois Office of Education 100 N. First St. Springfield, IL 62777 (217) 782-2436
8	Ohio	Ohio ALRC 933 High St. Worthington, OH 43085 (614) 466-2650
9	Connecticut Maine Massachusetts New Hampshire New Jersey Rhode Island Vermont	Northeast ALRC 168 Bank St. Hightown, NJ 08520 (609) 448-4775
10	New York	New York State ALRC 55 Elk St., Room 117 Albany, NY 12234 (518) 474-2251
11	Pennsylvania	Pennsylvania ALRC 573 N. Main St. Doylestown, PA 18901 (215) 345-8080
12	Delaware District of Columbia Kentucky Maryland North Carolina Tennessee Virginia West Virginia Virgin Islands	Mid-East ALRC University of Kentucky 123 Porter Building Lexington, KY 40506 (606) 258-4921
13	Alabama Florida Georgia Louisiana Mississippi South Carolina Puerto Rico	Southeast ALRC Auburn University at Montgomery Highway 80 East Montgomery, AL 36117 (205) 279-9110, ext. 258

VOCATIONAL/CAREER EDUCATION

BOOKS

Brolin, D. E. *Vocational preparation of persons with handicaps* (2nd ed.). Columbus, Ohio: Charles E. Merrill, 1982.

Brolin, D. E., & Kokasak, C. *Career education for handicapped children and youth.* Columbus, Ohio: Charles E. Merrill, 1982.

Palomaki, M. K. (Ed.). *Teaching handicapped students vocational education: A resource handbook for K-12 teachers.* Washington, D.C.: National Education Association, 1981.

Phelps, L. A., & Lutz, R. J. *Career exploration and preparation for the special need learner.* Boston: Allyn and Bacon, 1977.

Weisgerber, R. (Ed.). *Vocational education: Teaching the handicapped in regular classes.* Reston, Va.: The Council for Exceptional Children, 1978.

ARTICLES

Brolin, D. E., & D'Alonzo, B. Critical issues in career education for handicapped students. *Exceptional Children*, 1979, *45*, 246-253.

Hoyt, K. B. Why Johnny and Joann can't work. *Occupational Outlook Quarterly*, 1977, *21*(2), 1-3.

Richter-Stein, C., & Stodden, R. A. Simulated job samples: A student-centered approach to vocational exploration and evaluation. *Teaching Exceptional Children*, 1981, *14*(3), 116-119.

Schweich, P. D. The development of choices—An educational approach to employment. *Academic Therapy*, 1975, *10*, 277-283.

Sitlington, P. L. Vocational and special education in career programming for the mildly handicapped adolescent. *Exceptional Children*, 1981, *47*, 592-598.

MATERIALS

Be informed on finding a job (booklet). New Readers Press.

Career guidance (catalog of materials). Careers Incorporated.

Career series (10 booklets/cassettes). Occupational Awareness.

Get that job! (high-interest low-level reader). Quercus Corporation.

Pacemaker vocational readers (10 high-interest low-level readers). Pitman Learning, Incorporated.

Success at work (high-interest low-level reader). Steck-Vaughn.

The job boxes (70 booklets). Fearon Publishers.

The way to work (high-interest, low-level reader). Quercus Corporation.

Work attitudes (10 booklets). Occupational Awareness.

MEDIA

Community helpers (2 records/cassettes). Kimbo Educational.

Winning the job game (4 filmstrips and cassettes). Educational Activities.

It's your life
The job hunt from A to Z
Selling yourself with a résumé and cover letter
The paper puzzle

Wood, J. W. Adapting Instruction for the Mainstream. Columbus: Merrill, 1984.

INSTRUCTIONAL MATERIALS FOR LEARNING STRATEGIES — A REPRESENTATIVE LISTING

The following list of selected materials represents the types of instructional materials currently used in secondary learning disabilities services that are following a learning strategies approach. We are not necessarily endorsing the materials described in the following pages but are presenting them as an indication of how teachers have attempted to operationalize the learning strategies approach through their selection of instructional materials.

READING

Title: Action Libraries
Author: Varies per title
Publisher: Scholastic Book Services
Copyright date: 1971-1976
Approximate cost: $39.50 kit (4 copies, 5 titles) (in 1976-1977)
1.80 book
12.50 spirit masters (50)
Format: Book
Reading level: Libraries 1 & 1A — Grade 2.0-2.4
Libraries 2 & 2A — 2.5-2.9
Libraries 3 & 3A — Grade 3.0-3.4
Libraries 4 & 4A — 3.5-3.9
Interest level: Grades 7-12
Specific instructional skills: Reading development and enrichment

Title: The American People: Part I, Part II
Author: Henry G. Dethloff & Allen E. Begnaud
Publisher: Steck-Vaughn
Copyright date: 1976
Approximate cost: $1.68 each (in 1976)
Format: Workbook
Reading level: Lower reading level
Interest level: Grade 7 to adult
Specific instructional skills: Word study, reading comprehension, written self-expression, test-taking skills.

Title: Archie Multigraphic Kit
Publisher: Archie Enterprises
Copyright date: 1975
Approximate cost: $45.50 (in 1975)
Format: 10 different comic books (3 copies each), 6 copies of questions per book, 2 answer cards per book, 10 follow-up lessons (4 stories per book)
Reading level: Grades 3.5-5.5
Interest level: Junior and senior high
Specific instructional skills: Sequence, main idea and detail, inference, draw conclusions, character analysis, figurative language, description, cause/effect, fact/opinion, relevant detail

Alley, G., & Deshler, D., Teaching the Learning Disabled Adolescent: Strategies and Methods. Denver: Love Pub. Co., 1979.

READING

Title: Be Informed Series (Units 1-20)
Publisher: New-Readers Press
Copyright date: Varies from 1968-1976 (some units revised)
Approximate cost: $25.00 for all 20 units bound, $.85 per unit (in 1977)
Format: 8" x 11" bound units
20 units total
Reading level: Grades 5-6
Interest level: Grade 9 to adult
Specific instructional skills: Reading comprehension, word study, writing, listening, grammar skills

Title: Breakthrough Series
Author: William D. Sheldon, Nina Woessner, Warren Wheeloch, George Mason, & Nicholas J. Silvaroli
Publisher: Allyn & Bacon
Approximate cost: $1.68-$2.40 per book (in 1977)
.90 teacher's guide
8.25 spirit masters
Format: Short paperback books
Reading level:

Grade Level	Number of Books
1	2
2	6
3	3
4	3
5	3
6	3
7	2

Interest level: Grades 7-12
Specific instructional skills: Vocabulary development, reading comprehension

Title: CLUES
Author: Adrian B. Sanford & Kenneth R. Johnson
Publisher: Educational Progress Corporation
Copyright date: 1976
Approximate cost: $350.00 kit (trays 1, 2, 3) (in 1976)
Format: Tape and workbook magazine
Reading level: Grades 2-5
Interest level: Grades 5-12
Specific instructional skills: Word analysis and comprehension

Title: Contact Series
Publisher: Scholastic Book Services
Copyright date: 1976
Approximate cost: $99.50 per unit (16 in all) (in 1977)
Format: 31 books, 31 logs, LP record, filmstrip, teacher's manual per unit
3 basic series — Communication and the Media, The Individual, Society
Reading level: Grades 4-6
Interest level: Grades 7-12
Specific instructional skills: Reading, writing, discussion, decision making

READING

Title: Countries and Cultures
Publisher: Science Research Associates
Copyright date: 1977
Approximate cost: $77.95 (in 1977)
Format: 120 4-page reading selections
120 skill cards
Reading level: Grades 4.5-9.5
Interest level: Junior and senior high
Specific instructional skills: Reading comprehension

Title: Croft Skillpacks, Level II
Author: Marion McGuire & Marguerite Bumpus
Publisher: Croft
Copyright date: 1976
Approximate cost: $24.50 each (in 1976)
Format: Booklets, 14-16 pages in length
Literal and interpretive skills, 7 units
Analytic and critical skills, 5 units
Reading level: Grades 4-6
Interest level: Grades 4-9
Specific instructional skills: Reading comprehension skills in four areas: literal, interpretive, analytic, critical

Title: Dimension in Reading Series: Manpower and Natural Resources
Publisher: Science Research Associates
Copyright date: 1977
Approximate cost: $109.00 (in 1977)
Format: 300 four-page reading selections; kit package
Reading level: Grades 4-12
Interest level: Senior high to adult
Specific instructional skills: Stimulate interest in independent reading

Title: Double Action
Author: Karen S. Kleiman, editor
Publisher: Scholastic Book Services
Copyright date: 1976-1977
Approximate cost: $139.50 (in 1976-1977)
Format: 4 books (2 unit books, play anthology, short story anthology), posters, 2 records, teacher's guide
Reading level: Unit Book 1 — Grade 3.0-3.4
Unit Book 2 — Grade 3.4-3.9
Short Story
Anthology — Grade 3.0-3.9
Play
Anthology — Grades 3.2-4.5
Interest level: Grades 7-12
Specific instructional skills: Main idea, specific details, word attack, vocabulary, inference

READING

Title: Forward, Back and Around
Author: Robert G. Forest
Publisher: Curriculum Associates
Copyright date: 1976
Approximate cost: $4.95 (in 1977)
Format: 60 activity cards, 1½" x 3"
Reading level: Grades 5-8
Interest level: Grades 5-12
Specific instructional skills: Vocabulary development, lateral thinking

Title: GO Reading in the Content Areas
Author: Harold Herber
Publisher: Scholastic Book Services
Copyright date: 1974-1975
Approximate cost: $ 2.50 test (in 1976-1977)
12.50 spirit masters (50)
5.00 teacher's guide
Format: Workbook
5 books: Levels 4, 5, 6, 7, 8
Reading level: Book 4 — Grades 2.0-4.0
Book 5 — Grades 2.5-5.0
Book 6 — Grades 3.0-6.0
Book 7 — Grades 4.0-6.5
Book 8 — Grades 4.0-7.5
Interest level: Upper elementary to junior high (possibly senior high)
Specific instructional skills: Basic word analysis, comprehension, reasoning skills

Title: Key Ideas in English: Levels 1, 2, 3
Author: Joseph N. Mersand, consulting editor
Publisher: Harcourt Brace Jovanovich
Copyright date: 1974
Approximate cost: $ 3.96 workbook (in 1977)
75.00 spirit masters and key
.45 key
Format: Workbook (one page per lesson)
Reading level: Grades 4-6
Interest level: Upper elementary and junior high
Specific instructional skills: Grammar, mechanics, usage

Title: Language Lab
Author: Ed Radlauer
Publisher: Bowmar
Copyright date: 1977
Approximate cost: $155.50 (in 1977)
Format: Softbound book, cassette or record, workbook for 5 units
Reading level: Grades 3-5
Interest level: Grades 7-12
Specific instructional skills: Reading, language, dictionary skills, research skills

READING

Title: Picto-cabulary Series
Publisher: Dexter and Westbrook, Ltd.
Copyright date: 1976
Approximate cost: (in 1976)

Basic Word Set A	36 titles (1 copy each)	$70.00	Suggested grade 1 & 2 Spec. ed. Adult basic ed.
Words to Eat	6 titles (3 copies)	$6.95	Grades 3-5
Words to Wear	6 titles (3 copies)	$6.95	Grades 3-5
Words to Meet	6 titles (3 copies)	$6.95	Grades 3-5
Set III	6 titles (3 copies)	$6.95	Grades 5-9
Set 222	6 titles	$6.95	Grades 5-9

Format: Illustrated booklets and spirit masters
Reading level: See above
Interest level: See above
Specific instructional skills: Increase vocabulary

Title: Precise Word
Author: Robert G. Forest
Publisher: Curriculum Associates
Approximate cost: $12.95 (in 1977) (Multiple Meaning Kit is included)
Format: 80 cards, 1¾" x 3", sequenced from easy to hard
Reading level: Grade 7 to adult
Interest level: Grades 5-12
Specific instructional skills: Development of *precise* meanings of words

Title: Read and Reason Activity Cards
Author: Maxine Steck
Publisher: Frank Schaffer
Approximate cost: $3.95 (in 1977)
Format: 8½" x 5" cards
Reading level: Grades 3-4
Interest level: Elementary to junior high
Specific instructional skills: Language arts activities: antonyms, synonyms, grammar

Title: Reading Incentive Program, Lab 20
Author: Ed & Ruth Radlauer
Publisher: Bowmar
Copyright date: 1971
Approximate cost: $737.00 (20 kits)
$7.00 (each kit) (in 1976-1977)
Format: Book (10 copies), filmstrip, cassette or record, and skill development sheets (8 per book)
Reading level: Grades 3-5
Interest level: Elementary to senior high
Specific instructional skills: Vocabulary development

Title: The Reading Practice Program
Publisher: Harcourt Brace Jovanovich
Copyright date: 1973
Approximate cost: $75.00 (in 1977)
Format: 200 task cards, criterion-referenced pretests and posttests
Reading level: Grades 4-5
Interest level: Upper elementary and junior high
Specific instructional skills: Decoding, vocabulary, sentence study, comprehension

Title: Reading Success Series
Publisher: Xerox Education Publications
Copyright date: 1977
Approximate cost: $.60 each (in 1977)
Format: Six-booklet series (32 pages each)
Reading level: Grades 2-4
Interest level: Junior and senior high
Specific instructional skills: General reading skills

READING

Title: Reading Thinking Skills
Author: Dr. Ethel S. Maney
Publisher: Continental Press
Copyright date: 1976
Approximate cost: $.56 each (in 1976)
Format: Workbook
Reading level: Grades 1-6 (2 books per grade)
Specific instructional skills: Study skills, specific reading skills

Title: Skillbooster Series
Author: Sandra M. Brown
Publisher: Modern Curriculum Press
Copyright date: 1975-D; 1977-EF
Approximate cost: $1.08 each (in 1977)
Format: Softbound workbooks
Reading level: Grades 4-6 (D-F)
Interest level: Junior and senior high
Specific instructional skills: Building word power, increasing comprehension, working with facts and details, organizing information, using references

Title: Specific Skill Series
Author: Richard A. Boning
Publisher: Barnell Loft, Ltd.
Approximate cost: $1.40 per book
2.25 for spirit master books (in 1976)
Format: Booklet (56 available)
Reading level: Grades 1-7
Interest level: Varies per book
Specific instructional skills: Sounds, follow directions, use context, locate answer, get facts, get main idea, draw conclusions, sequence

Title: The Spice Series: Anchor, Vol. 1, Vol. 2
Publisher: Educational Service
Approximate cost: $5.25 (in 1977)
Format: Duplicating masters
Reading level: Vol. 1: grades 4-6 Vol. 2: grades 6-8
Interest level: Junior and senior high
Specific instructional skills: Varies according to specific book

Title: Reading, Thinking, and Reasoning
Author: Don Barnes, Arlene Burgdorf, & L. Stanley Wenck
Publisher: Steck-Vaughn
Copyright date: 1976
Approximate cost: $1.26 each (in 1976)
Format: Workbook (6 books)
Reading level: Grades 1-6
Interest level: Junior high
Specific instructional skills: 40 skills in 3 main areas — analysis, synthesis, evaluation

READING

Title: Sprint Libraries
Author: Varies with book
Publisher: Scholastic Book Services
Copyright date: Varies per library
Approximate cost: $29.50-39.50 kit (4 copies of 5 books) (in 1976-1977)
1.30-1.80 book
12.50 spirit masters
Format: Book (32-96 pages long)
Spirit masters
Reading level: Libraries 1 & 1A — Grade 2.0-2.4
Libraries 2 & 2A — Grade 2.5-2.9
Libraries 3 & 3A — Grade 3.0-3.4
Libraries 4 & 4A — Grade 3.5-3.9
Interest level: Grades 4-9 (4-6)
Specific instructional skills: Comprehension and word attack skills

Title: Study Skills for Information Retrieval: Books 1, 2, 3, 4
Author: Donald L. Barnes & Arlene Burgdorf
Publisher: Allyn & Bacon
Copyright date: 1974
Approximate cost: $2.22, $2.43 Teacher's Edition (in 1977)
Format: Paperback workbook
Reading level: Grades 4-6
Interest level: Grade 5 to adult
Specific instructional skills: Alphabetizing, dictionary skills; library work; use of encyclopedia; read and interpret maps, charts, graphs, and data; organize and write reports

Title: Systems for Success: Book 1, Book 2
Author: R. Lee Henney
Publisher: Follett
Copyright date: 1976
Approximate cost: $2.82 (in 1976)
Format: Workbook
Reading level: Book 1 — Grades 0-4, Book 2 — Grades 5-8
Interest level: Grade 7 to adult
Specific instructional skills: Book 1: Reading, writing, spelling, computation, English skills
Book 2: Comprehension, vocabulary, spelling, practical computations, effective communication

READING

Title: Target Programs
Author: Henry A. Bamman, program director; authors vary per kit
Publisher: Field Enterprises Educational Publications, Inc.
Copyright date: Varies per kit
Approximate cost: $190.00 (in 1973)
Format: Tape and worksheets with 12 study skill cards per kit
Red — audio-visual description
Yellow — phonetic analysis
Blue — structural analysis
Green — vocabulary I
Orange — vocabulary II
Purple — study skills
Reading level: Blue, green, orange, purple — Grade 4+
Interest level: Red and yellow — elementary
Blue, green, orange, purple — Grade 7 to adult
Specific instructional skills: See above

Title: Troubleshooters I
Author: Patricia Ann Benner, Virginia L. Law, & Joel Weinberg
Publisher: Houghton Mifflin
Copyright date: 1975 edition
Approximate cost: $1.74 each, 8 for $9.48 (in 1978)
Teacher's edition, 8 for $10.47
Format: Workbook
Reading level: Varies with book
Interest level: Junior high
Specific instructional skills: Word attack, spelling, punctuation, vocabulary
Book 1 — Sound out
2 — Sound off
3 — Spelling action
4 — Word attack
5 — Word mastery
6 — Sentence strength
7 — Punctuation power
8 — English achievement

Title: Troubleshooters II
Author: Patricia Ann Benner, Virginia L. Law, & Joel Weinberg
Publisher: Houghton Mifflin
Copyright date: 1975 edition
Approximate cost: $1.80 each, 6 books for $7.50 (in 1978)
Format: Workbook
Reading level: Varies with book
Interest level: Junior high
Specific instructional skills: Vocabulary, spelling, specific reading skills
Book 1 — Word recognition
2 — Vocabulary
3 — Spelling and parts of speech
4 — Reading rate and comprehension
5 — Reading in specific subjects
6 — Reading and study skills

READING

Title: Turning Point
Author: Varies per book
Publisher: McCormick-Mathers
Copyright date: 1975
Approximate cost: $87.60 (in 1977)
Format: Paperback book, 62 duplicating masters (4 each of 10 books) (16 stories)
Reading level: Grades 1.8-3.1
Interest level: Junior and senior high
Specific instructional skills: Main ideas, using details, making inferences, sequencing

Title: Vocabulary Improvement Practice
Author: Donald D. Durrell, Helen A. Murphy, Doris V. Spencer, & Jane H. Catterson
Publisher: Harcourt Brace Jovanovich
Copyright date: 1975
Approximate cost: $27.00 (in 1977)
Format: 160 cards at 4 levels: A, B, C, Challenge
Reading level: Grades 4-12
Interest level: Grades 7-12
Specific instructional skills: Vocabulary growth, classification of words

Title: West Word Bound Book
Author: Rambeau & Rambeau
Publisher: Economy
Copyright date: 1976
Approximate cost: $1.35 (in 1977)
Format: Workbook
Reading level: Grades 2*-6
Interest level: Grade 6 to adult
Specific instructional skills: Word attack, comprehension, study skills

*Manual

Title: World of Vocabulary
Author: Sidney J. Rauch, Zacharie J. Clements, & Alfred B. Weinstein
Publisher: Learning Trends (Globe Book Company)
Copyright date: 1977
Approximate cost: $2.25 each (in 1977)
Format: Workbook, 20 lessons of 10 words each
Reading level: Bk. 1 — Grade 3, Bk. 2 — Grades 4-5, Bk. 3 — Grades 5-6, Bk. 4 — Grades 6-7
Interest level: Grades 7-12
Specific instructional skills: Vocabulary development

WRITING

Title: Be Informed Series (Units 1-20)
Publisher: New Readers Press
Copyright date: Varies from 1968-1976 (some units revised)
Approximate cost: $25.00 for all 20 units bound, $.85 per unit (in 1977)
Format: 8" x 11" bound units
20 units total
Reading level: Grades 5-6
Interest level: Grade 9 to adult
Specific instructional skills: Reading comprehension, word study, writing, listening, grammar skills

Title: Contact Series
Publisher: Scholastic Book Services
Copyright date: 1976
Approximate cost: $99.50 per unit (16 in all) (in 1977)
Format: 31 books, 31 logs, LP record, filmstrip, teacher's manual per unit
3 basic series — Communication and the Media, The Individual, Society
Reading level: Grades 4-6
Interest level: Grades 7-12
Specific instructional skills: Reading, writing, discussion, decision making

Title: Continuous Progress in Spelling
Author: Read, Allred, & Baird
Publisher: Economy
Copyright date: 1977, revised
Approximate cost: $99.90 kit (in 1977)
Format: 16 placement tests, 16 levels of words, delayed recall tests (8" x 11" cards)
Reading level: Grade 2-adult
Interest level: Grade 7 to adult
Specific instructional skills: Spelling

Title: English for Everyday Living
Author: Sally Shapiro Pallati & Nell Stiglitz Reitman
Publisher: Ideal
Copyright date: 1976
Approximate cost: $7.00 (in 1977)
Format: Hardback text
Reading level: Grades 4-6
Interest level: Junior high to adult
Specific instructional skills: Language arts, writing

WRITING

Title: Flub Stubs (Prescriptive Task Cards to Improve Writing Skills)
Author: Cheryl Brown
Publisher: Creative Teaching Press
Copyright date: 1975
Approximate cost: $5.95 (in 1976)
Format: Task card
Reading level: Grades 3-4
Interest level: Elementary and junior high (possibly senior high)
Specific instructional skills: Grammar skills, including capitalization, punctuation, verb agreement, plurals, homonyms

Title: Language Exercises Books
Author: Mabel Youree Grizzard & Annie L. McDonald
Publisher: Steck-Vaughn
Copyright date: 1976
Approximate cost: $1.50 (in 1976)
Format: Workbook
Reading level: Grades 1-8
Interest level: Varies per book
Specific instructional skills: Traditional grammar

Title: Lessons in Paragraphing
Author: Jean N. Alley & Elaine B. Dohan
Publisher: Curriculum Associates
Copyright date: 1976
Approximate cost: $22.95 (ten-pack) (in 1977)
Format: Workbook (88 pages)
Reading level: Grades 5-6
Interest level: Grades 7-12
Specific instructional skills: Develop paragraph writing ability through the use of main ideas, topic sentences, clinchers, sentences of detail; paragraph styles are developed: enumerative, sequential, cause and effect, comparison and contrast

WRITING

Title: The Outlining Kit
Author: Herbert D. Hill, Jr. & Joan McKenna
Publisher: Curriculum Associates
Copyright date: 1977
Approximate cost: $24.95 (in 1977)
Format: 108 lesson cards, 6" x 9"
Interest level: Grades 5-12
Specific instructional skills:
1. Selecting a topic from subtopics
2. Selecting a topic for subtopics
3. Sorting items into 2 groups and listing in outline form
4. Sorting items, selecting topics, listing in outline form
5. Sorting 3 groups, outlining
6. Sorting 3 groups, selecting topics, outlining
7. Organizing 3 simple outlines, given subtopics
8. Completing a 2-topic outline
9. Selecting topics, completing outline of 2 groups
10. Completing outline for 5 topics
11. Selecting topics, set of 3-part outline
12. Finding subtopics for topic and outline form
13. Making outlines of stories
14. Writing stories and reports using outlines provided

Title: Story Starters, Intermediate
Author: George N. Moore & G. Willard Woodruff
Publisher: Curriculum Associates, Inc.
Copyright date: 1975
Format: $5.80 (in 1977) 32 activity cards
Format: 32 activity cards, 5" x 8"
Reading level: Grades 4-5
Interest level: Grade 5 to adult
Specific instructional skills: To present the first line of a composition and probing questions to assist paragraph development

Title: Systems for Success: Book 1, Book 2
Author: R. Lee Henney
Publisher: Follett
Copyright date: 1976
Approximate cost: $2.82 (in 1976)
Format: Workbook
Reading level: Book 1 — Grades 0-4, Book 2 — Grades 5-8
Interest level: Grade 7 to adult
Specific instructional skills: Book 1: Reading, writing, spelling, computation, English skills
Book 2: Comprehension, vocabulary, spelling, practical computations, effective communication

WRITING

Title: Thirty Lessons in Notetaking
Author: Jennifer & Alex Pirie
Publisher: Curriculum Associates
Copyright date: 1975
Approximate cost: $17.95 (ten-pack) (in 1977)
Format: 48-page skillbook
Reading level: Grades 4-6
Interest level: Grades 7-12
Specific instructional skills: Principles of notetaking

Title: The Write Thing: Ways to Communicate
Author: Raymond E. Lemley
Publisher: Houghton Mifflin
Copyright date: 1978
Approximate cost: $94.47 per level (A & B) (in 1978)
Format: Multimedia approach — posters, photoprints, cassette, booklet to write in
Interest level: Junior and senior high
Specific instructional skills: Topic sentence, word choice, narration, dialogue

MATHEMATICS

Title: Basic Essentials of Mathematics: Part 1, Part 2
Author: James T. Shea
Publisher: Steck-Vaughn
Copyright date: 1976
Approximate cost: $1.44 each (in 1976)
Format: Workbook
Reading level: Grades 5-9
Interest level: Junior high to adult
Specific instructional skills: Part I — Four fundamental operations with whole numbers, common fractions, decimals
Part II — Percent, measurement, ratio and proportion, simple equations

Title: Computational Skills Development Kit
Author: Charles M. Proctor, Jr. & Patricia Johnson
Publisher: Science Research Associates
Copyright date: 1977
Approximate cost: $108.50 (in 1977)
Format: Kit with exercise cards
Interest level: Junior high to adult
Specific instructional skills: Basic operations of whole numbers, fractions, decimals, percents

MATHEMATICS

Title: Experiencing Life Through Mathematics
Author: Usher & Bormuth
Publisher: Pawnee Publishing
Copyright date: 1977
Approximate cost: $2.85 per volume, $4.50 TE per volume (in 1977)
Format: 2 volumes
Reading level: Grades 5-6
Interest level: Senior high to adult
Specific instructional skills: Basic operations with whole numbers, fractions, mixed numbers, decimals, percents

Title: Figure It Out: Book 1, Book 2
Author: Mary C. Wallace
Publisher: Follett
Copyright date: 1976
Approximate cost: $1.23 (in 1976)
Format: Workbook
Interest level: Grade 7 to adult
Specific instructional skills: Book 1 — Add, subtract, multiply, divide, money measurements
Book 2 — Fractions, decimals, rounding off, estimating

Title: Fun & Games with Mathematics: Activity Cards, Intermediate — Junior High
Author: Haugaard & Horlock
Publisher: Prentice-Hall Learning Systems
Copyright date: 1975
Approximate cost: $4.95 (in 1977)
Format: 5" x 8" cards appropriate for duplication
Interest level: Intermediate and junior high
Specific instructional skills: Increase math skills and creative thinking

Title: Good Times Again with Math
Author: Ronald Kremer
Publisher: Prentice-Hall
Copyright date: 1975
Approximate cost: $5.95 (in 1977)
Format: 8½" x 11" booklet appropriate for reproduction
Interest level: Multilevel (through adult)
Specific instructional skills: Math-centered activities

Title: Good Times with Math
Author: Ronald Kremer
Publisher: Prentice-Hall
Copyright date: 1977
Approximate cost: $5.95 (in 1977)
Format: 8½" x 11" booklet appropriate for reproduction
Interest level: Multilevel
Specific instructional skills: Math skills, critical thinking

Title: Math Mystery Theatre
Publisher: Imperial International Learning
Copyright date: 1975
Approximate cost: $170.00 (in 1977)
Format: 12 tapes, 12 filmstrips, 48 spirit masters, 12 lessons, cartoon format
Interest level: Upper elementary and junior high (grades 7 & 8)
Specific instructional skills: Addition, subtraction, multiplication, division, factoring, least-common multiples, fractions (4 computations)

Title: Money Makes Sense
Author: Charles H. Kahn & J. Bradley Hanna
Publisher: Fearon
Copyright date: 1973
Approximate cost: $2.00 (in 1975)
Format: Text-workbook
Reading level: Grade 2.3 (Spache)
Interest level: Depends on student; can go as high as adult
Specific instructional skills: Addition, coin recognition, relative value of coins and one-dollar bill

Title: SLAM (Simple Lattice Approach to Mathematics): Addition
Author: Susan James & Louise Pedrazzini
Publisher: Prentice-Hall
Copyright date: 1976
Approximate cost: $4.95 (in 1977)
Format: 8½" x 11" reproducible workbook
Specific instructional skills: Addition

Title: SLAM (Simple Lattice Approach to Mathematics): Subtraction
Author: Susan James & Louise Pedrazzini
Publisher: Prentice-Hall
Copyright date: 1976
Approximate cost: $4.95 (in 1977)
Format: 8½" x 11" reproducible workbook
Specific instructional skills: Subtraction

MATHEMATICS

Title: SLAM (Simple Lattice Approach to Mathematics): Multiplication
Author: Susan James & Louise Pedrazzini
Publisher: Prentice-Hall
Copyright date: 1975
Approximate cost: $4.95 (in 1977)
Format: 8½" x 11" reproducible workbook
Specific instructional skills: Multiplication

Title: SLAM (Simple Lattice Approach to Mathematics): Division
Author: Susan James & Louise Pedrazzini
Publisher: Prentice-Hall
Copyright date: 1975
Approximate cost: $4.95 (in 1977)
Format: 8½" x 11" reproducible workbook
Specific instructional skills: Division

Title: Sports in Things: High Interest Math Series
Publisher: Educational Insights
Copyright date: 1973, revised 1974
Approximate cost: $2.95 per package (7 for $19.95) (in 1977)
Format: Task cards (10) plus answer card
9" x 6" Add-subtract 0-20
Add-subtract 0-100
Add-subtract 0-5000
Multi-divide easier
Multi-divide harder
Fractions
Decimals and percent
Reading level: Grade 5
Interest level: Elementary to senior high
Specific instructional skills: Basic math computations, fractions, decimals, percents

Title: Steps to Mathematics, Books 1 and 2
Publisher: Steck-Vaughn
Copyright date: Recently revised
Approximate cost: $1.35 each (in 1976)
Format: Workbook
Reading level: Book 1 — Grades 1-2
Book 2 — Grades 3-4
Interest level: Junior high to adult
Specific instructional skills: Fundamental operations (addition, suotraction, multiplication, division) with whole numbers

MATHEMATICS

H-14a (p. 11)

Title: Using Dollars and Sense
Author: Charles H. Kahn & J. Bradley Hanna
Publisher: Fearon
Copyright date: 1973
Approximate cost: $1.80 (in 1974)
Format: Workbook
Reading level: Grade 3.0 (Spache)
Interest level: Elementary through adult
Specific instructional skills: Subtraction, multiplication, and division of money problems; making change

Title: Winning Touch
Publisher: University Publishing
Copyright date: 1975
Approximate cost: $5.00 (in 1975)
Format: Game board and number chips
Interest level: Junior and senior high
Specific instructional skills: Increase knowledge of multiplication facts

THINKING

Title: Basic Thinking Skills
Author: Anita Harnadek
Publisher: Midwest Publications
Copyright date: 1976
Approximate cost: $2.50 per book, $7.95 dup. master (in 1977)
Format: 11 books or duplicating masters
Reading level: Middle to upper elementary
Interest level: Upper elementary and junior high
Specific instructional skills: Analogies A
Analogies B
Analogies C
Analogies D
Antonyms and synonyms
Antonyms, synonyms, similarities and differences
Conservation, paths
Miscellaneous, including transitivity and same person or not
Patterns
Think about it
What would you do?
True to life, or fantasy?

THINKING

Title: The Productive Thinking Program: A Course in Learning to Think
Author: Martin V. Covington, Richard S. Crutchfield, Lillian Davies, & Robert M. Olton
Publisher: Merrill
Copyright date: 1974
Approximate cost: $140.00 (in 1977)
Format: 15 booklets (5 copies each) modified cartoon format
Reading level: Grades 4-5
Interest level: Grades 5-9
Specific instructional skills: Discovering and formulating problems; organizing and processing information; generating ideas; evaluating ideas

Title: A Programmed Introduction to the Game of Chess
Author: M. W. Sullivan
Publisher: Behavioral Research Laboratories
Copyright date: 1972
Approximate cost: $4.46 (in 1972)
Interest level: Junior and senior high
Specific instructional skills: Essentials of chess logic and reasoning

Title: Reading, Thinking, and Reasoning
Author: Don Barnes, Arlene Burgdorf, & L. Stanley Wenck
Publisher: Steck-Vaughn
Copyright date: 1976
Approximate cost: $1.26 each (in 1976)
Format: Workbook (6 books)
Reading level: Grades 1-6
Interest level: Junior high
Specific instructional skills: 40 skills in 3 main areas — analysis, synthesis, evaluation

Title: Reading/Thinking Skills
Author: Dr. Ethel S. Maney
Publisher: Continental Press
Copyright date: 1976
Approximate cost: $.56 each (in 1976)
Format: Workbook
Reading level: Grades 1-6
Specific instructional skills: Study skills, specific reading skills

THINKING H-14a (p. 12)

Title: Thinking Skills Development Program II
Author: Louis Raths, Jack Wassermann, & Selma Wassermann
Publisher: Benefic Press
Approximate cost: $147.00 (class set of 30) (in 1977)
Format: 240 skill development cards
60 self-help cards
30 nonconsumable student reference books
12 filmstrips
2 cassettes
Reading level: Grades 5-6
Interest level: Grades 6-9
Specific instructional skills: Observing, looking for assumptions, collecting and organizing data, comparing, classifying, hypothesizing, criticizing, interpreting, imagining, coding, problem solving, summarizing

Title: Thinklab I
Author: K. J. Weber
Publisher: Science Research Associates
Copyright date: 1974
Approximate cost: $54.50 (in 1977)
Format: 125 puzzle cards (4 each) plus additional manipulative items
Reading level: Grades 3.5-9.0+ (20-40 cards per grade level)
Interest level: Grade 5 to adult
Specific instructional skills: Object manipulation, perception and creative insight, perceiving image patterns, logical analysis

SOCIAL INTERACTION

Title: Alcohol: Facts for Decisions
Author: Gail Lichtman
Publisher: New Readers Press
Copyright date: 1974
Approximate cost: $1.25 (in 1977)
Format: 40-page soft-cover booklet
Reading level: Grade 6.4
Interest level: Junior and senior high
Specific instructional skills: Basic facts for students; topics for class discussions

Title: Beginning Values Clarification
Author: Sidney B. Simon & Jay Clark
Publisher: Pennant Press
Copyright date: 1975
Approximate cost: $3.95 (in 1976)
Format: Paperback book (182 pages), resource book for teachers
33 units
Reading level: For teacher use
Interest level: Grade 7 to adult
Specific instructional skills: Dealing with affect

SOCIAL INTERACTION

Title: Building Safe Driving Skills
Author: Patrick Kelley
Publisher: Fearon
Copyright date: 1972
Approximate cost: $1.35 student text (in 1974)
7.20 chapter tests
1.20 teacher's guide
Format: Clothbound book, 16 chapters
Reading level: Grade 3.0 (Spache)
Interest level: Grade 9 to adult
Specific instructional skills: Basics of good driving skills, motorcycles, planning a trip, car ownership and maintenance

Title: Choices: Organizing and Teaching a Course in Personal Decision Making
Author: Joan Kosuth & Sandy Minnesang
Publisher: Pennant Educational Materials
Copyright date: 1975
Approximate cost: $34.95 (in 1976)
Format: 26 learning activity packages and teacher's guide
Interest level: Grade 9 to adult
Specific instructional skills: Directs students in personal decision making

Title: Civics
Author: Lee J. Rosch & Grant T. Ball
Publisher: Follett
Copyright date: 1976
Approximate cost: $7.80 text or booklets (7) (in 1976)
Format: Textbook or seven unit booklets
Reading level: Grades 6-8
Interest level: Grades 7-12
Specific instructional skills: Content commonly taught in citizenship courses

Title: Deciding for Myself: A Values-Clarification Series
Clarifying My Values — Set A
My Everyday Choices — Set B
Where Do I Stand? — Set C
Author: T. Paulson
Publisher: Winston Press
Copyright date: 1974
Approximate cost: $2.52 per set
3.96 leader guide (all sets in 1) (in 1975)
10 8-page units per set
Interest level: Grade 6 to adult
Specific instructional skills: Practice in values clarification

SOCIAL INTERACTION

H-14a (p. 13)

Title: Discover Kit
Publisher: Scholastic Book Services
Copyright date: 1976
Approximate cost: $169.50 (in 1976)
Format: 8 15-min. sound filmstrips (records or cassettes); 30 logbooks, teacher's guide
Interest level: Grades 7-10
Specific instructional skills: Students learn about a variety of jobs, probe job-related problems, and use productive thinking regarding their own goals and interests

Title: Drugs: Facts for Decisions
Author: Roger Conant
Publisher: New Readers Press
Copyright date: 1976, revised
Approximate cost: $1.25 (in 1977)
Format: 32-page soft-cover booklet
Reading level: Grade 5.6
Interest level: Junior high to adult
Specific instructional skills: Factual information on drugs

Title: Getting a Job
Author: Florence Randall
Publisher: Fearon
Copyright date: 1968
Approximate cost: $2.01 (in 1974)
Format: Text-workbook, 8" x 11"
Reading level: Grade 3.6 (Spache)
Interest level: Grades 9-12
Specific instructional skills: Life survival skills related to careers, jobs, and wages

Title: How to Register and Vote
Author: K. Baer
Publisher: New Readers Press
Copyright date: 1972
Approximate cost: $.35 (in 1977)
Format: 16-page pamphlet, 8½" x 5½"
Interest level: Senior high
Specific instructional skills: Specific information on mechanics of registering and voting

SOCIAL INTERACTION

Title: Jerry Works in a Service Station
Author: Jewel M. Wade
Publisher: Fearon
Copyright date: 1967
Approximate cost: $1.20 (in 1974)
Format: Text-workbook
8 chapters with exercises
Reading level: Grade 2.2 (Spache)
Interest level: Grades 9-12
Specific instructional skills: Language arts skills, vocational skills

Title: You, The Police, and Justice
Publisher: Scholastic Book Services
Copyright date: 1976
Approximate cost: $99.50 (in 1976)
Format: Anthology (31 copies), logbooks, posters, teacher's guide
Reading level: Grades 4-6
Interest level: Grades 9-12
Specific instructional skills: To provide a variety of reading experiences for exploring the relationships between laws and people

Title: Making It on Your Own
Author: Jack Hyde, Robert Smith, & John Travis
Publisher: Mafex Associates
Copyright date: 1977
Approximate cost: $58.95 for 10 books, 4 poster sets, guides
25.00 for 10 books, guide (in 1977)
Format: Text, transparencies, teacher's guide, posters
Interest level: Grade 9 to adult
Specific instructional skills: Basic skills of survival

Title: Occupations 1 & 2
Author: 1: Caroline Blakely, editor; 2: Dennis Schroeder, editor
Publisher: New Readers Press
Copyright date: 1: revised 1975; 2: 1974
Approximate cost: $1.60 each (in 1977)
Format: Book
Reading level: 1 — Grade 6.7; 2 — Grade 6.3
Interest level: Senior high
Specific instructional skills: Career orientation

SOCIAL INTERACTION

Title: Out of Work
Author: Stephen Ludwig
Publisher: New Readers Press
Copyright date: 1975
Approximate cost: $1.50 (in 1977)
Format: Booklet
Reading level: Grade 6.8
Interest level: Senior high to adult
Specific instructional skills: For out-of-work reader who needs help getting training and getting a job

Title: Planning Meals and Shopping
Author: Ann Weaver
Publisher: Fearon
Copyright date: 1970
Approximate cost: $1.65 (in 1974)
Format: Text-workbook
Reading level: Grade 2.5 (Spache)
Interest level: Grades 7-12
Specific instructional skills: Plan meals, budget money, make shopping lists, compare prices, store food

Title: Real People at Work
Author: Varies with book
Publisher: Changing Times Education Service
Copyright date: 1975
Approximate cost: $1.65 per title (in 1975)
Format: Booklet, 10 titles per level
Reading level: Series A — Grade 2L
B — Grade 2M
C — Grade 2H
E — Grade 3L
F — Grade 3M
G — Grade 3H
Interest level: Grades 2-12
Specific instructional skills: Career awareness, reading practice

Title: Rules and Rights: Juveniles Have Rights, Too
Author: Judge Roy W. Seagraves, H. B. McDaniel, & B. A. Truce
Publisher: Fearon
Copyright date: 1973
Format: Workbook, 12 units, with realistic story and followup activities to reinforce legal processing
Interest level: Grades 7-12
Specific instructional skills: Positive attitudes toward law; student rights and responsibilities

SOCIAL INTERACTION

Title: Scope Magazine
Publisher: Scholastic Book Services
Copyright date: 1976
Approximate cost: $2.40 per subscription per year (in 1976)
Format: Periodical, weekly (24 issues)
Reading level: Grades 4-6
Interest level: Junior and senior high
Specific instructional skills: Reading practice, writing, related language skills

Title: Tell It Like It Is: The Un-Game
Publisher: Pennant Educational Materials
Approximate cost: $8.50 (in 1976)
Format: Game board, pawns, die, deck of special cards (one for adolescents and adults, one for children)
Interest level: Grade 4 to adult
Specific instructional skills: Communications problems

Title: Values Clarification: A Handbook of Practical Strategies for Teachers and Students
Author: Sidney B. Simon, Leland W. Howe, & Howard Kirschenbaum
Publisher: Hart Publishing
Copyright date: 1972
Approximate cost: $3.95 (in 1974)
Format: Paperback book; 79 strategies for values clarification
Interest level: Elementary to adult
Specific instructional skills: Communications, values clarification

Title: The World of Work
Author: Kay Koschnick & Stephen Ludwig
Publisher: New Readers Press
Copyright date: 1975, revised
Approximate cost: $1.50 (in 1977)
Format: Book
Reading level: Grade 6.4
Interest level: Senior high
Specific instructional skills: Introduces variety of jobs to reader; covers language of want ads, tips in job interviewing; fringe benefits, unions and workers' rights

SOCIAL INTERACTION

H-14a (n. 15)

Title: You Can Change the Law
Author: Judge Roy M. Seagraves, H. B. McDaniel, & B. A. Truce
Publisher: Fearon
Copyright date: 1973
Approximate cost: $2.00 (in 1974)
Format: Text-workbook, 12 units
Interest level: Grades 7-12
Specific instructional skills: Positive attitude toward the law; rights and responsibilities as citizens

LISTENING/SPEAKING

Title: New Horizons in English
Author: L. Mellgren, M. Walker, J. A. Upshur (consulting editor)
Publisher: Addison-Wesley
Copyright date: 1973-75
Approximate cost: $1.86-$2.37 books (in 1976)
$2.70 teacher's guide
$66.00 3-reel tapes
$56.10 6 cassettes
$ .99-$1.20 workbooks
Format: 6 softbound texts, workbooks, audio forms
Interest level: Older students and young adults
Specific instructional skills: Word structures, vocabulary development, concept development

Title: Pride in Language, Books 1, 2, 3
Author: William Rosch, Gene Orland, Deborah K. Osen, & Stephen Sloan
Publisher: Random House
Copyright date: 1975
Approximate cost: $4.56 hardback $6.57 teacher's edition (in 1975)
3.42 softback 1.77 workbook
Format: Hardbound or softbound book
Reading level: Grade 4
Interest level: Junior high
Specific instructional skills: Critical thinking, listening and speaking, writing, observing language, grammar

GENERAL MATERIALS

Title: Action Biology
Author: Stanley L. Weinberg & Herbert J. Stoltze
Publisher: Allyn & Bacon
Copyright date: 1977
Approximate cost: $8.97 $5.22 teacher's guide (in 1977)
1.47 per unit, 1974 series
Format: Book (1977)
7 units (1974)
Reading level: Slow learner, poor reader
Specific instructional skills: Career development, reading skills, math skills

Title: American Adventures
Publisher: Scholastic Book Services
Copyright date: 1976
Approximate cost: $2.25 text (in 1976)
2.50 teacher's guide
9.95 spirit masters
Format: Small booklets approximately 180 pages in length, 4 in series:
I A Nation Conceived and Dedicated
II Old Hate — New Hope
III Between Two Wars
IV Yesterday, Today, Tomorrow
Reading level: Grades 4-6
Interest level: Junior and senior high
Specific instructional skills: Provides American history material in high-interest low-vocabulary presentation; improves reading skills through gradual increase in difficulty and practice in reading

Title: Individualized Science Investigation Series
Author: Educational Research Council of America
Publisher: Allyn & Bacon
Copyright date: 1974
Approximate cost: $12.70 worktext (set of 5) (in 1977)
99.00 topic area units (30 students)
other components per kit
Format: Phase A — worktext
Phase B — units in kit form
Reading level: Grade 5+
Interest level: Grades 7-12
Specific instructional skills: Science information development, 4 units per year, minimum

GENERAL MATERIALS

H-14a (p. 16)

Title: A Modified History of the United States
Author: Ardelle Manning & Caroline Wood
Publisher: Ardelle Manning Productions
Copyright date: 1977
Approximate cost: $4.25 (in 1977)
Format: Workbook
Reading level: Grade 3
Interest level: Junior and senior high
Specific instructional skills: Material for low-level reading in U.S. history

Title: Pathways in Science
Author: Joseph M. Oxenhorn & Michael N. Idelson
Publisher: Globe Book
Copyright date: 1976
Approximate cost: $2.25 (soft-cover) (in 1976)
3.75 (hard-cover)
Format: Soft-cover or hard-cover; 3 series, 4 books per series
Reading level: Grades 5-6
Interest level: Grades 7-12
Specific instructional skills: Earth science, chemistry, physics, biology

REFERENCES

Bleil, B. G. Evaluating educational materials. *Journal of Learning Disabilities*, 1975, *8*, 12-19.
Brown, V. A. A basic Q-sheet for analyzing curriculum materials and proposals. *Journal of Learning Disabilities*, 1975, *8*, 407-416.
Ensminger, E. E. A proposed model for selecting, modifying, or developing instructional materials for handicapped children. *Focus on Exceptional Children*, 1970, *1* (9), 1-9.
Kass, C. E. Methods and materials in learning disabilities. In N. D. Bryant & C. E. Kass (Eds.), *Leadership training institute in learning disabilities* (Vol. 1). Tucson: University of Arizona, 1972.
Van Etten, C. *Materials selection guide*. Olathe, Kansas: Select-Ed., 1970.
Watson, B. L., & Van Etten, C. Materials analysis. *Journal of Learning Disabilities*, 1976, *9*, 408-416.
Wiederholt, J. L., & McNutt, G. Evaluating materials for handicapped adolescents. *Journal of Learning Disabilities*, 1977, *10*, 132-140.
Wilson, J. Selecting educational materials. In D. D. Hammill & N. R. Bartell (Eds.), *Teaching children with learning and behavior problems*. Boston: Allyn & Bacon, 1978.

Social Skills Curricula

Structured Programs:

Asset

Hazel, J. S., Schumaker, J. B., Sherman, J. A., & Sheldon-Wildgen, J. Asset: A Social Skills Program for Adolescents. Champaign, IL.: Research Press, 1982.

Skill Streaming

Goldstein, A. P., Sprafkin, R. P., Gershaw, N. J., & Klein, P. Skillstreaming the Adolescent. Champaign, IL.: Research Press, 1980.

Social Behavior Survival (SBS) Social Skills Curriculum

Walker, H. M., McConnell, S., Walker, J., Clarke, J. Y., Todis, B., Cohen, G., & Rankin, R. Complete ACCEPTS Curriculum Guide. Pro-Educational Publishers, 1983.

Social Skills in the Classroom

Stephens, T. M. Social Skills in the Classroom. Columbus, Ohio: Cedars Press, Inc., 1978.

Less Structured Programs:

Aware: Activities for Social Development

Elardo, P. & Cooper, M. Aware: Activities for Social Development. Menlo Park, CA: Addison-Wesley Publishing Company, 1977.

Classroom Meetings

Glasser, W. Schools Without Failure. New York: Harper & Row, 1969.

Developing Understanding of Self and Others (DUSO)

Dinkmeyer, D. Developing Understanding of Self and Others (DUSO). Circle Pines, Minn.: American Guidance Service, 1970.

Interpersonal Cognitive Problem Solving (ICPS)

Spivack, G. & Shure, M. B. Social Adjustment of Young Children. San Francisco, CA.: Jossey, Bass Publishers, 1974.

Magic Circle/Human Development Program (HDP)

Ball, G. Human Development Program Level V Activity Guide. San Diego, CA.: Human Development Training Institute, 1974.

Fearn, L. & McCabe, R. E. Magic Circle Supplementary Idea Guide. San Diego, CA.: Human Development Training Institute, 1975.

APPENDIX B

Publishers of professional books and suppliers of materials and equipment for learning disability programs

This alphabetical list of publishers and suppliers is a revised version of a similar list provided in *Learning Disabilities: Educational Strategies* (2nd ed.).* Publishers and suppliers whose products were appropriate *only* for the elementary age level were deleted, and some new entries were provided. Because the overwhelming number of learning disabilities programs in the nation are elementary level programs, much of the emphasis of commercial suppliers has been directed toward younger children. In fact, the majority of materials provided by most publishers and suppliers listed in this Appendix are elementary level materials, but each has something to offer secondary school programs although more are appropriate for junior high school students than senior high school students.

Requests for catalogs, brochures, supply lists, and other descriptive material can be made to these publishers and suppliers. It is usually more effective to send such requests on school letterhead stationery; however, many will reply to all requests.

Some of these companies provide audiovisual materials, learning games, equipment, and a variety of other curriculum materials. Others produce or supply only one type of product, for example, professional books. The list that follows indicates six categories of products.

*Gearheart, B. R. St. Louis: The C. V. Mosby Co., 1977.

- **AV** Audiovisual materials
- **BK** Professional books
- **CM** Curriculum materials
- **EQ** Equipment
- **GA** Educational Games
- **TE** Tests and testing equipment

Overlap among these six categories makes it difficult to "key" the list precisely, and various publishers and suppliers add to or modify their product lines regularly. The list is provided as a starting point for further investigation and does not imply qualitative endorsement.

Academic Therapy Publications AV, BK, CM, EQ, TE
1539 Fourth Street
San Rafael, Calif. 94901

Acropolis Books BK, CM
2400 17th St.
Washington, D.C. 20009

Adapt Press Inc. BK
808 West Avenue North
Sioux Falls, S.D. 57104

Addison-Wesley Publishing Co. BK, CM
2725 Sand Hill Road
Menlo Park, Calif. 94025

Allied Educational Council BK, CM, GA
Distribution Center
P.O. Box 78
Galien, Mich. 49113

Allyn & Bacon, Inc. BK, CM
470 Atlantic Avenue
Boston, Mass. 02210

American Book Co. BK
450 W. 33 Street
New York, N.Y. 10001

HANDOUTS: VOCATIONAL SPECIAL EDUCATION 121.
H-14a (p. 18)

American Educational Publications BK
245 Long Hill Road
Middletown, Conn. 06457

American Guidance Service AV, BK, CM, EQ, GA, TE
Publishers Building
Circle Pines, Minn. 55014

American Speech & Hearing Assoc. BK, CM
9030 Old Georgetown Road
Washington, D.C. 20014

Ann Arbor Publishers CM
611 Church Street
Ann Arbor, Mich. 48104

Amidon, Paul S., & Associates CM
1966 Benson Ave.
St. Paul, Minn. 55116

Appleton-Century-Crofts BK
440 Park Ave. S.
New York, N.Y. 10016

Argus Communications CM
7440 Natchez
Niles, Ill. 60648

Association for Childhood Education BK, CM
3615 Wisconsin Ave. N.W.
Washington, D.C. 20016

Audio-Visual Research CM
1317 Eighth Street S.E.
Waseca, Minn. 56093

Baggiani & Tewell BK, CM
4 Spring Hill Court
Chevy Chase, Md. 20015

Baldridge Reading Instructional Materials CM
14 Grigg Street
Greenwich, Conn. 06830

Bantam Books Inc. CM
666 Fifth Avenue
New York, N.Y. 10019

Barnell-Loft CM
958 Church Street
Baldwin, N.Y. 11510

Barnhart, Clarence L., Inc. CM
P.O. Box 250
Bronxville, N.Y. 10708

Basic Books, Inc. BK
404 Park Ave. S.
New York, N.Y. 10016

Beckley-Cardy CM, GA
1900 N. Narragansett
Chicago, Ill. 60639

Behavioral Research Laboratories CM, GA
P.O. Box 577
Palo Alto, Calif. 94302

Bell & Howell AV
7100 McCormick Rd.
Chicago, Ill. 60645

Benefic Press CM, EQ
10300 W. Roosevelt Rd.
Westchester, Ill. 60153

Bobbs-Merrill Co., Inc. BK, CM, TE
4300 West 62nd St.
Indianapolis, Ind. 46206

Book-Lab, Inc. CM
1449 37th St.
Brooklyn, N.Y. 11218

Borg-Warner Educational Systems CM, EQ
7450 N. Natchez Ave.
Niles, Ill. 60648

Bowmar AV, CM, EQ
622 Rodier Dr.
Glendale, Calif. 91201

Brown, Wm. C. BK
135 S. Locust St.
Dubuque, Iowa 52001

Burgess Publishing Co. BK, CM
4265 6th St.
Minneapolis, Minn. 55415

California Association for Neurologically Handicapped Children AV, BK
P.O. Box 1526
Vista, Calif. 92083

California Test Bureau TE
Del Monte Research Park
Monterey, Calif. 93940

Chandler Publishing Co. BK, CM
124 Spear St.
San Francisco, Calif. 94105

Chicago (University of) Press BK
5750 Ellis Ave.
Chicago, Ill. 60637

Children's Music Center, Inc. AV, BK, CM
5373 West Pico Blvd.
Los Angeles, Calif. 90019

Communication Research Associates CM
P.O. Box 110012
Salt Lake City, Utah 84109

Concept Records AV
P.O. Box 250
Center Conway, N.H. 03813

Consulting Psychologists Press BK, CM, TE
577 College Ave.
Palo Alto, Calif. 94306

Continental Press AV, CM
Elizabethtown, Pa. 17022

Control Development, Inc. GA
3166 Des Plaines Ave.
Des Plaines, Ill. 60018

Council for Exceptional Children BK, CM
1411 S. Jefferson Davis Highway
Arlington, Va. 22202

Craig Corp. & Industrial Division CM, AV
921 W. Artesia Blvd.
Compton, Calif. 90220

Creative Publications CM, GA
P.O. Box 10328
Palo Alto, Calif. 94303

Croft-NEI Publications BK
24 Rope Ferry Road
Waterford, Conn. 06386

Cuisenaire Company of America, Inc. CM
12 Church Street
New Rochelle, N.Y. 10885

Day (John) Co. BK, CM, TE
257 Park Ave. S.
New York, N.Y. 10010

Developmental Learning Materials BK, CM,
7440 Natchez Ave. EQ, GA
Niles, Ill. 60648

Dexter & Westbrook Ltd. CM
958 Church Street
Rockville Centre, N.Y. 11510

Dick Blick, Inc. CM, GA
P.O. Box 1267-F
Galesburg, Ill. 61401

Dimensions Publishing Co. BK, CM
P.O. Box 4221
San Rafael, Calif. 94903

Doubleday & Co. CM, BK
Garden City, N.Y. 11530

Dryden Press, Inc. BK
901 N. Elm
Hinsdale, Ill. 60521

The Economy Company CM
1901 N. Walnut Ave.
Oklahoma City, Okla. 74103

Edmark Associates CM
655 S. Arcas St.
Seattle, Wash. 98103

Educational Activities, Inc. AV, BK, CM
P.O. Box 392
Freeport, N.Y. 15520

Educational Development Laboratories CM, GA
284 Pulaski St.
Huntington, N.Y. 11744

Educational Progress Corp. AV, CM
P.O. Box 45663
Tulsa, Okla. 74145

Educational Projections Corp. AV, CM
1911 Pickwick Ave.
Glenview, Ill. 60610

Educational Service, Inc. CM, GA
P.O. Box 219
Stevensville, Mich. 49127

Educational Teaching Aids CM, GA
159 W. Kinzie St.
Chicago, Ill. 60610

Educational Testing Service TE
Princeton, N.H. 08540

Educators Publishing Service AV, BK, CM,
73 Moulton St. EQ, GA, TE
Cambridge, Mass. 02138

EduKaid of Ridgewood CM, GA
1230 E. Ridgewood Ave.
Ridgewood, N.J. 07450

Electronic Future Inc. AV, EQ
57 Dodge Avenue
North Haven, Conn. 06473

Essay Press CM, TE
P.O. Box 5, Planetarium Station
New York, N.Y. 10024

Expression Co., Publishers CM, GA
Magnolia, Mass. 01903

Eye Gate House AV, CM
146-01 Archer Ave.
Jamaica, N.Y. 11435

Fearon Publishers BK, CM, TE
6 Davis Dr.
Belmont, Calif. 94002

Field Educational Publications, Inc. AV, CM
2400 Hanover St.
Palo Alto, Calif. 94304

Filmstrip House, Inc. AV
432 Park Ave. S.
New York, N.Y. 10016

Follet Educational Corp. BK, CM, TE
P.O. Box 5705
Chicago, Ill. 60680

Gamco Industries, Inc. CM, EQ, GA
P.O. Box 1911
Big Springs, Tex. 79720

Garrard Publishing Co. BK, CM
1607 N. Market St.
Champaign, Ill. 61820

General Learning Corp. CM
250 James St.
Morristown, N.J. 07960

Ginn & Co. BK, CM
125 Second Ave.
Waltham, Mass. 02154

Globe Book Co. BK
175 Fifth Ave.
New York, N.Y. 10010

Grune & Stratton, Inc. BK, TE
111 Fifth Ave.
New York, N.Y. 10003

Gryphon Press BK, CM
220 Montgomery St.
Highland Park, N.H. 08904

Guidance Associates TE
1526 Gilpin Ave.
Wilmington, Del. 19800

Hale, E. M., & Co., Publishers BK
1201 S. Hastings Way
Eau Claire, Wis. 54701

Harcourt Brace Jovanovich, Inc. BK, TE
757 Third Ave.
New York, N.Y. 10017

Harper & Row, Publishers BK, CM
49 E. 33rd St.
New York, N.Y. 10016

Heath, D. C., & Co. BI
125 Spring St.
Lexington, Mass. 02173

Hiskey, Marshal TE
5640 Baldwin
Lincoln, Nebraska 68507

Hoffman Information Systems AV, CM
5623 Peck Rd.
Arcadia, Calif. 91006

Holt, Rinehart & Winston, Inc. BK
383 Madison Ave.
New York, N.Y. 10017

Houghton Mifflin Co. BK, TE, CM
2 Park St.
Boston, Mass. 02107

Houston Press TE
University of Houston
Houston, Texas 77000

Hubbard CM
P.O. Box 105
Northbrook, Ill. 60062

Illinois (University of) Press BK, CM, TE
Urbana, Ill. 61801

Imperial International Learning Corp. AV, CM
P.O. Box 548
Kankakee, Ill. 60901

Incentive Products Educational CM, TE
1902 Coral Way
Miami, Fla. 33145

Instructional Industries Inc. CM
Executive Park
Ballston Lake, N.Y. 12019

Instructo Corp. CM, EQ, GA
200 Cedar Hollow Road
Paoli, Pa. 19301

The Instructor Publications CM, GA
7 Bank Street
Dansville, New York 14437

International Reading Association BK, CM
6 Tyre St.
Newark, Del. 19711

Interstate Printers, Inc. BK, CM
Jackson at Van Buren
Danville, Ill. 61832

The Johns Hopkins University Press BK
Baltimore, Md. 21218

Jones-Kenilworth Co. CM
8301 Ambassador Row
Dallas, Tex. 75247

Journal of Learning Disabilities BK
5 N. Wabash Avenue
Chicago, Ill. 60602

Journal of Special Education BK
433 S. Gulph Rd.
King of Prussia, Pa. 19406

Kansas (University of) Press BK
366 Watson
Lawrence, Kan. 66044

Kenworthy Educational Service, Inc. CM, GA
P.O. Box 3031
Buffalo, N.Y. 14205

Keystone View Co. GA, TE
P.O. Box D
Meadville, Pa. 16335

Kingsbury Center CM, GA
2138 Bancroft Pl.
Washington, D.C. 20008

Kismet Publishing Co. CM, GA, TE
P.O. Box 90
South Miami, Fla. 33143

Knowledge Aid CM
6633 W. Howard St.
Niles, Ill. 60648

Kutz Corp. CM, GA
P.O. Box 140
McLean, Va. 22101

Laidlaw Brothers BK, CM
Thatcher and Madison Sts.
River Forest, Ill. 60305

Language Research Associates BK, TE
P.O. Box 93
Chicago, Ill. 60637

Lawson Book Co. CM
9488 Sara St.
Elk Grove, Calif. 95624

Lea & Febiger BK
600 S. Washington Square
Philadelphia, Pa. 19106

Learning Concepts CM, TE
2501 N. Lamar
Austin, Tex. 78705

Learning Corporation of America CM
1330 Ave. of the Americas
New York, N.Y. 10019

Learning Pathways CM
Rt. R, Box 723
Evergreen, Colo. 80439

Learning Research Associates, Inc. AV, CM, TE
1301 Broadway St.
New York, N.Y. 10036

Learning Systems Press CM, GA
P.O. Box 909-E
Rantoul, Ill. 61866

Learning Trends AV, CM, GA
115 Fifth Avenue
New York, N.Y. 10003

Leswing Press CM
750 Adrian Way
San Rafael, Calif. 94903

Lippincott, J. B., Co. BK
E. Washington Square
Philadelphia, Pa. 19105

Little, Brown & Co. BK
34 Beacon St.
Boston, Mass. 02106

Litton Instructional Materials, Inc. CM, EQ, GA
1693 W. Crescent Ave.
Anaheim, Calif. 92801

Love Publishing Co. BK, CM
6635 E. Villanova Pl.
Denver, Colo. 80222

Macmillan Co. BK
866 Third Ave.
New York, N.Y. 10022

Mafex BK, CM, GA, TE
111 Barron Ave.
Johnstown, Pa. 15906

Math Media, Inc. CM, GA
P.O. Box 345
Danbury, Conn. 06810

McCormick-Mathers Publishing Co. CM, GA, AV
450 W. 33rd St.
New York, N.Y. 10001

McGraw-Hill, EDL CM, EQ, GA, AV
284 Pulaski Rd.
Huntington, N.Y. 11743

McGraw-Hill/Early Learning CM
Paoli, Pa. 19301

McKay, David, Co., Inc. BK
750 Third Ave.
New York, N.Y. 10017

Mead Educational Services CM, GA
245 N. Highland Ave.
Atlanta, Ga. 30307

Media CM
P.O. Box 1355
Vista, Calif. 92083

Medical Motivation Systems EQ
Research Park, State Rd.
Princeton, N.J. 08540

Merrill, Charles E., Publishing Co. BK, CM
1300 Alum Creek Dr.
Columbus, Ohio 43216

Milton Bradley Co. CM, EQ, GA
74 Park St.
Springfield, Mass. 01106

Modern Curriculum Press CM
13900 Prospect Rd.
Cleveland, Ohio 44136

Modern Education Corporation CM
P.O. Box 721
Tulsa, Okla. 74101

Morrow, W. C. BK
105 Madison Ave.
New York, N.Y. 10016

Mosby, The C. V., Co. BK
11830 Westline Industrial Dr.
St. Louis, Mo. 63141

Motivational Research Inc. CM, GA
P.O. Box 140
McLean, Va. 22101

MultiMedia Education, Inc. AV, CM, GA
11 West 42nd St.
New York, N.Y. 10036

National Council of Teachers of English BK
1111 Kenyon Rd.
Urbana, Ill. 61801

National Reading Conference Inc. BK
Reading Center, Marquette University
Milwaukee, Wis. 53233

New Readers Press BK, CM
P.O. Box 131
Syracuse, N.Y. 13210

New York Association for Brain-Injured Children BK
305 Broadway
New York, N.Y. 10007

Noble & Noble, Publishers, Inc. CM
750 Third Ave.
New York, N.Y. 10017

Northwestern University Press BK, TE
1735 Benson Ave.
Evanston, Ill. 60201

Open Court Publishing Co. CM
P.O. Box 599
LaSalle, Ill. 61301

Orton Society BK
8415 Bellona Lane
Towson, Md. 21204

Owen, F. A., Publisher BK
7 Bank St.
Dansville, N.Y. 14437

Oxford University Press BK
200 Madison Ave.
New York, N.Y. 10016

Peek Publications BK
P.O. Box 11065
Palo Alto, Calif. 94303

Penn Valley Publishing Co. BK
211 W. Beaver Ave.
State College, Pa. 16801

Phonovisual Products, Inc. CM
12217 Parklawn Dr.
Rockville, Md. 00852

Prentice-Hall, Inc. BK, CM
Englewood Cliffs, N.J. 07632

Preston, J. S., Co. CM, EQ, GA, TE
71 Fifth Ave.
New York, N.Y. 10003

Priority Innovations BK, CM
P.O. Box 792
Skokie, Ill. 60076

Project Life—General Electric AV
P.O. Box 43
Schenectady, N.Y. 12301

Pruett Publishing Co. BK, CM
P.O. Box 1360
Boulder, Colo. 80302

The Psychological Corp. TE
316 E. 45th St.
New York, N.Y. 10017

Psychological Test Specialists TE
P.O. Box 1441
Missoula, Mont. 59804

Psychotechnics, Inc. CM, EQ, GA
1900 Pickwick Ave.
Glenview, Ill. 60025

Putnam, G. P., & Sons BK
200 Madison Ave.
New York, N.Y. 10016

Random House BK, CM
201 E. 50th St.
New York, N.Y. 10022

Reader's Digest Services CM, GA
Educational Division
Pleasantville, N.Y. 10570

Regents Publishing Co. CM
Division of Simon Schuster
1 West 39th St.
New York, N.Y. 10018

Research Press Co. BK
CFS Box 3327
Champaign, Ill. 61820

Response Systems Corp. AV, EQ
Edgemont, Pa. 19028

Rheem Mfg. Califone Div. EQ, CM
3922 Bowcroft St.
Los Angeles, Calif. 90016

Frank F. Richards Publishing Co. CM
330 1st St.
Liverpool, N.Y. 13088

Scholastic Magazines, Inc. CM, EQ
50 West 44th St.
New York, N.Y. 10036

Science Research Associates BK, CM, GA, TE
259 E. Erie St.
Chicago, Ill. 60611

Scott, Foresman & Co. AV, CM
11310 Gemini Lane
Dallas, Tex. 75229

Seal Inc. CM
Dept. 2
Derbly, Conn. 06418

Silver Burdett CM
A Division of General Learning Corp.
250 James St.
Morristown, N.J. 07960

Singer, L. W., Co. CM
Division of Random House
201 E. 50th St.
New York, N.Y. 10022

Skill Building—Vantel Corp. EQ
P.O. Box 6590
Orange, Calif. 92667

Slosson Educational Publications TE
140 Pine St.
East Aurora, N.Y. 14052

Society for Visual Education, Inc. AV, CM, GA
1345 W. Diversey Pwy.
Chicago, Ill. 60514

South-Western Publ. Co. CM
5001 W. Harrison
Chicago, Ill. 60644

Special Child Publications BK
4535 Union Bay Pl. N.E.
Seattle, Wash. 98105

Speech & Language Materials, Inc. CM, GA
P.O. Box 721
Tulsa, Okla. 74101

Stanwix House, Inc. CM, GA
3020 Chartiers Ave.
Pittsburgh, Pa. 15204

Steck-Vaughan Co. CM, GA
P.O. Box 2028
Austin, Tex. 78767

Stoelting, C. H., Co. BK, CM
424 N. Homan Ave.
Chicago, Ill. 60624

Stone, R. H., Products CM
18279 Livernois
Detroit, Mich. 48221

Syracuse University Press BK
Box 8, University Station
Syracuse, N.Y. 13210

Teachers College Press BK, TE
1234 Amsterdam Ave.
New York, N.Y. 10027

Teachers Publishing Corp. BK, CM
Darien, Conn. 06820

Teaching Aids CM, GA
159 W. Kinzie St.
Chicago, Ill. 60610

Teaching Resources Corp. AV, BK, CM, EQU
100 Boylston St. GA, TE
Boston, Mass. 02116

Teaching Technology Corp. CM, GA
7471 Greenbush Ave.
North Hollywood, Calif. 91609

Telesensory Systems Inc. CM
1889 Page Mill Rd.
Palo Alto, Calif. 94304

Thomas, Charles C, Publisher BK
301 E. Lawrence Ave.
Springfield, Ill. 62703

3M Visual Products CM
3M Center
St. Paul, Minn. 55101

Topaz Books BK
5 N. Wabash Ave.
Chicago, Ill. 60602

Tweedy Transparencies AV
208 Hollywood Ave.
East Orange, N.J. 07018

United Transparencies, Inc. AV
P.O. Box 688
Binghamton, N.Y. 13002

Chicago (University of) Press BK
3801 Ellis Ave.
Chicago, Ill. 60637

Illinois (University of) Press BK, CM, TE
Urbana, Ill. 61801

Wadsworth Publishing Co. Inc. BK
10 Davis Drive
Belmont, Calif. 94002

Webster Division/McGraw-Hill Book Co. AV, BK, CM
13953 Manchester Rd.
Manchester, Mo. 63011

Wenkart Publishing Co. BK, CM
4 Shady Hill Sq.
Cambridge, Mass. 02138

Western Psychological Services BK, CM, EQ GA, TE
12031 Wilshire Blvd. Dept. E
Los Angeles, Calif. 90025

Westinghouse Learning Corp. CM
P.O. Box 30
Iowa City, Iowa 52240

Wiley, John, & Sons, Inc. BK
605 Third Ave.
New York, N.Y. 10016

Winston Press Inc. CM
25 Groveland Terrace
Minneapolis, Minn. 55403

Winter Haven Lions Research Foundation CM
Box 1112
Winter Haven, Fla. 33880

Word Making Productions CM, GA, TE
P.O. Box 1858
Salt Lake City, Utah 84100

Xerox Education Publications CM
Education Center
Columbus, Ohio 43216

Zaner-Bloser Co. CM
612 North Park St.
Columbus, Ohio 43215

Appendix C

INSTRUCTIONAL MATERIALS FOR MILDLY HANDICAPPED ADOLESCENTS

Material	Company
Reading	
Action reading System	Scholastic Magazines
Activities for Reading Improvement	Steck-Vaughn
Activity-Concept English (ACE)	Scott, Foresman
Advanced Reading Skills	Reader's Digest Association
Adventure Series	Benefit
The American People: Parts I and II	Steck-Vaughn
Archie Multigraph Kit	Archie Enterprises
Bantam Paperbacks	Bantam Books
Be a Better Reader	Prentice-Hall
Be Informed Series	New-Readers Press
Breakthrough Series	Allyn & Bacon
Building Reading Skills in the Content Areas	Educational Activities
Classroom Reading Clinic Clues	McGraw-Hill
	Educational Progress Corp.
Contact Series	Scholastic Book Services
Countries and Cultures	Science Research Associates
Croft Skillpacks, Level II	Croft
Developing Reading Efficiency	Burgess
Developmental Reading Text Workbooks	Bobbs-Merrill
Diagnostic Reading Workbooks Series	Charles E. Merrill
Dimensions in Reading Series: Manpower and Natural Resources	Science Research Associates
Directions	Houghton Mifflin
Dolch Folklore of the World	Garrad
Double Action	Scholastic Book Services
Effective Reading	Globe
Forward, Back, Around	Curriculum Associates
Gaining Independence in Reading	Charles E. Merrill
Gates-Pearson Reading Exercises	Teachers College Press
Gillingham Materials	Educators Publishing Service
Go Reading in the Content Areas	Scholastic Book Services
Improve Your Reading Ability	Charles E. Merrill
Individualized Phonics	Teachers Publishing Corp.
Key Ideas in English: Levels 1, 2, and 3	Harcourt Brace Jovanovich
Know Your World, Newspaper	American Education Publishers
Language Lab	Bowmar
McCall-Crabbs Standard Test Lessons in Reading	Teachers College Press
The Mott Basic Language Skills Program	Allied Educational Council of Chicago
Multiple Meanings	Curriculum Associates
New Goals in Reading	Steck-Vaughn
New Practice Readers	Webster Division/ McGraw-Hill
New Streamlined English Series	New-Readers Press
News for You	New-Readers Press
Open Highways Program	Scott, Foresman

Marsh, G. E., & Price, B. J. Methods for Teaching Mildly Handicapped Adolescents. St. Louis: The C. V. Mosby Co., 1980.

H-14a (p. 26)

Material	Company
Reading —cont'd	
Pal Paperback Kit	Xerox Education Publications
Picto-cabulary Series	Dexter and Westbrook
Precise Word	Curriculum Associates
Rate and Comprehension Check Tests	Kingsborough Community College
Read-Understand-Remember Books	Allied Educational Council
Reader's Digest Skill Builders	Reader's Digest
Reading Comprehension in Varied Subject Matter	Educators Publishing Services
Reading for Concepts A-H	McGraw-Hill
Reading Development Kit C	Addison-Wesley
Reading Essential Series	Steck-Vaughn
Reading Improvement Material	Reader's Digest Services
Reading Incentive Lab 20	Bowmar
Reading for Meaning Series	Lippincott
The Reading Practice Program	Harcourt Brace Jovanovich
Reading and Reasoning: Activity Cards	Schaffer
The Reading Skills Lab Program	Houghton Mifflin
Reading Spectrum	Macmillan
Reading Success Series	Xerox Education Publications
Reading, Thinking and Reasoning	Steck-Vaughn
Reading/Thinking Skills	Continental Press
Reading Thinking Skill	Teachers Publishing Corp.
Reading for Understanding: General Ed.	Science Research Associates
Reluctant Reader Series	Scholastic Book Services
Remediation Reading (RR)	Modern Curriculum Press
SCOPE/Skills and SCOPE/Visuals	Scholastic Book Services
SCORE	Scholastic Book Services
Skillbooster Series	Modern Curriculum Press
Specific Reading Skills	Jones-Kenilworth
Specific Skills Series	Barnell Loft
The Spice Series, Vols. 1 and 2	Educational Services
SRA Reading Labs	Science Research Associates
Step Up Your Reading Power	Webster Division McGraw-Hill
Study Skills for Information Retrieval: Books 1, 2, 3, and 4	Allyn & Bacon
Study Skills Library	Education Development Labs
Study Type Reading Exercises	Teachers College Press
Systems for Success	Follett
Target Programs	Field Enterprises Educational Publications
Teenage Tales	Heath
The Think Box	Benefit Press
Timid Readings	Jamestown Publications
Troubleshooters, I and II	Houghton Mifflin
Turning Point	McCormick-Mathers
Vocabulary Improvement Practice	Harcourt Brace Jovanovich
West Word Bound Book	Economy Publishers
World of Vocabulary	Globe
Writing	
Activity-Concept English (ACE)	Scott, Foresman
Be Informed Series	New-Readers Press
Composition in Action	Science Research Associates
Contact Series	Scholastic Book Services
Continuous Progress in Spelling	Economy Publishers
English for Everyday	Ideal Publishers
Everyday Reading and Writing	New-Readers Press
Flub Stubs (Prescriptive Task Cards to Improve Writing Skills)	Creative Teaching Press
Help Yourself to Better Handwriting	Educators Publishing Services
Language Exercise Books	Steck-Vaughn
Lessons in Paragraphing	Curriculum Associates
The Outlining Kit	Curriculum Associates
Story Starters	Curriculum Associates
Systems for Success	Follett
Thirty Lessons in Notetaking	Curriculum Associates
The Write Thing: Ways to Communicate	Houghton Mifflin
Writing Aids Through the Grades	Teacher College Press
Writing with Pictures	Prentice-Hall Media

Material	Company
Mathematics	
Activities in Mathematics	Scott, Foresman
Addition and Subtraction Facts	Teachers Publishing Corp.
Aftermath Series	Creative Publications
Applications in Math	Scott, Foresman
Arithmetic Fact Kit	Science Research Associates
Arithmetic in My World	Allyn & Bacon
Arithmetic Workbook	Dick Blick
Basic Algebra	Charles E. Merrill
Basic Essentials of Mathematics	Steck-Vaughn
Basic Mathematics	Charles E. Merrill
The Buchnell Mathematics Self-Study System I	Webster Division/ McGraw-Hill
Coins and Bills	Developmental Learning Material
Computations Skills Development	Science Research Associates
Consumer Related Mathematics	Holt, Rinehart and Winston
Cues and Signals in Math, I and II	Ann Arbor Publishers
Developing Number Experiences	Holt, Rinehart and Winston
E.T.A. Curriculum Enrichment Material	Education Teaching Aids
Figure It Out	Follett
Foundation Mathematics	Webster Division/ McGraw-Hill
Fractions	Ann Arbor Publishers
Fun & Games; Activity Cards	Prentice-Hall Learning Systems
Good Times Again with Math	Prentice-Hall
Good Times with Math	Prentice-Hall
I.D.E.A.S.	Charles E. Merrill
Improving Your Ability in Mathematics	Harcourt Brace Jovanovich
Individualized Arithmetic Instruction	Love
Individualized Computational Skills	Houghton Mifflin
Math Lab	Benefit Press
Math Mystery Theatre	Imperial International Learning
Math Study-Scope	Benefit Press
Math Workshop for Children	Encyclopedia Brittannica
Mathematics One and Two: Discovery and Practice	Harcourt Brace Jovanovich
Merrill Mathematics Skill Tapes	Charles E. Merrill
Michigan Arithmetic Program	Ann Arbor Publishers
Money Makes Sense	Fearon Publishers
Number Concepts	Teachers Publishing Corp.
Pacemake Practical Arithmetic Series	Fearon Publishers
Programmed Mathematic, Series II	Webster Division/ McGraw-Hill
Scott Geoboards	Creative Publications
Self-Teaching Arithmetic Books	Science Research Associates
SLAM (Simple Lattice Approuch to Mathematics)	Prentice-Hall
Sports in Things: High Interest Math Series	Educational Insights Publishers
Steps to Mathematics, Books 1 and 2	Steck-Vaughn
Synchromath Experiences	Rand McNally
Tangle Table	Creative Publications
Tangramath	Creative Publications
The Tapestry of Mathematics	Activity Resources Publishers
To Buy & Sell	Developmental Learning Materials
Using Dollars and Sense	Fearon Publishers
Winning Touch	University Publishing
Your Buying Power	Richards
Career development	
Career Planning Program	Houghton Mifflin
COATS (Comprehensive Occupational Assessment & Training System)	Prep. Inc.
Curriculum Materials for Vocational-Technical-Career Education	New Jersey Vocational Technical Lab
Discovery Kit	Scholastic Book Services
Educating for Success	Queens College
Getting a Job	Fearon Publishers
Handbook for Vocational Programs for the Handicapped	Bureau of Vocational Education, Maine State Dept. of Education
Jerry Works in a Service Station	Fearon Publishers
JEVS Work Samples	Jewish Employment and Vocational Service
MacDonal Vocational Capacity Scale	MacDonal Training Center Fd.

Material	Company
Career development —cont'd	
Making It on Your Own	Mafex Associates
McCarron-Dial Work Evaluation System	Dept. of Psychology, Indiana State University
Micro-Tower ICD	Rehabilitation and Research Ctr.
New Readers Press	Division of Laubach Literacy International
Out of Work	New-Readers Press
Planning Meals and Shopping	Fearon Publishers
Real People at Work	Changing Times Education Service
Singer Vocational Education System	Singer Educational Division
Special Education Career Development	Wisconsin Dept. of Public Instruction
Step Method	The Psychological Corp.
Vocational Education Development Project	Fox Valley Special Education Instructional Materials Ctr.
Vocational Instructional Materials for Students with Special Needs	N.W. Regional Educational Library
The World of Work	New-Readers Press
WREST (Wide-Range Employment Sample Test)	Guidance Associates of Delaware
Teacher overview	
Academic Activities for Adolescents with Learning Disabilities	Learning Pathways
Planning Individualized Education Programs in Special Education	Handicapped Learner Materials Distribution Center, Indiana University
Reading Diagnosis Kit & Reading Correction Kit	Center for Applied Research in Education
Special Education Teachers Kit	Love
Successful Learning Kit	Love
A Survival Manual: Case Studies and Suggestions for the Learning Disabled Teenager	Treehouse Associates

H-15 (p. 1)

SAMPLE UNIT

ENTERING THE WORLD OF WORK

INDIVIDUALIZED EDUCATIONAL PROGRAM

VOCATIONAL EDUCATION OVERVIEW

TEXT:

a) Entering the World of Work, Kimbrell & Vineyard
McKnight Publishing Company, copyright 1978

b) Student Activities, Kimbrell & Vineyard
McKnight Publishing Company, copyright 1978

PUBLISHED BY:
MCKNIGHT PUBLISHING COMPANY

THURSTON COUNTY COOPERATIVE SPECIAL SERVICES
COURSE OUTLINE & ACTIVITIES FOR:

1) Individualized Educational Program
Pre-Vocational Education

2) Individualized Educational Program
Vocational Education

Based upon Thurston County Cooperative Special Services staff input given at the curriculum workshop held during the summer of 1980, it is recommended that the presentation of the chapters vary from the published text. This recommendation is based on the fact that the beginning vocational student first needs to learn about himself/herself and how he/she might fit into the working world.

INDIVIDUALIZED EDUCATIONAL PROGRAM
VOCATIONAL EDUCATION

INTRODUCTION

This course was developed by secondary staff based upon identified needs of students enrolled in special education. Vocational education and all that it covers is a vital part of the secondary curriculum. Special needs students enrolled in this course will be fulfilling a portion of their requirements for high school credits and graduation. This vocational course can also be considered as an alternative to a social studies course.

Material selected for the course was recommended by staff at the secondary level. Course material selected is designed for special needs students. A variety of curriculum material is included recognizing the varying ability levels as well as interest.

In addition to commercial texts, the course presents a variety of exploratory experiences such as speakers, classroom projects, and action based activities. The supplementary binder provided, addresses the latter.

Course units are designed to familiarize and prepare students for the work world. The course is designed for one school year. Key units in the course are as follows:

1) Self appraisal, including interests, values, and special talents.
2) Identification of job interests.
3) Goals related to careers
4) Work habits and attitudes
5) Job services
6) Applying for work

Regardless of the amount and variety of curriculum materials, the key to a successful course lies with direct student involvement on related activities. A constant academic approach will likely not be as successful as a course that mixes vocational academics and appropriate student activities.

KEY COURSE ACTIVITIES

There are several activities listed throughout the commercial material, including teacher guides for this course. The supplemental material located in a separate binder also provides staff with procedures for a variety of student activities. The purpose of the following list is to emphasize that certain activities are essential and represent an important role during this year long course:

1) Job Familiarization in the Local Area. During the course students should become familiar with several jobs common to the local area. A logical starting point could be a school employee talking to the class about his/her work. The next step would be to invite people from the community to talk about their work. Short field trips to various locations would represent a culminating part of this activity.

2) Awareness of Community Employment Agencies. Staff should include at appropriate intervals student familiarization with various community resources that assist young people in employment opportunities. Those agencies include - the Y.E.S. (Youth Employment Services), located in the Olympia School District Administration Building; the employment procedures at the State Employment Security Department, located at the Capital 5000 building in Tumwater; Washington State Personnel office located in downtown Olympia; Affirmative Action office located in the same location as the State Personnel office; Job Corp through the Y.E.S. program; Summer job opportunities through other agencies such as the State Department of Ecology and the Washington State Parks.

3) Awareness of Helping Agencies. A third essential activity would consist of familiarization with helping agencies in the community such as the Division of Vocational Rehabilitation, Morningside, Goodwill Industries, and special needs program at Olympia Tech, etc. Several students will be dependent upon additional agency support and training beyond high school.

OLYMPIA PUBLIC SCHOOLS
ADMINISTRATION 1113 EAST LEGION WAY
OLYMPIA WASHINGTON 98501
RICHARD D HUNTER, SUPERINTENDENT

THURSTON COUNTY
COOPERATIVE SPECIAL SERVICES
Dr. Stillman W. Wood, Director
Telephone: (206) 753-8854

Dear Parents:

A vocational course designed to increase occupational awareness and job search skills is being offered to selected students in Special Education.

The text, Entering the World of Work, includes units on how to: set career goals, recognize required abilities and attitudes, get along with employers and co-workers, find job openings, apply and interview for a job, live independently, and handle job related problems. Reading and workbook exercises will be supplemented with audio-visual materials, class activity projects and guest speakers from the community.

The broad scope of topics requires a year of study for completion. Your son/daughter has been scheduled into this course for the upcoming term. Please feel free to call me if you would like more information.

Sincerely,

Teacher
Phone #

228

INDIVIDUALIZED EDUCATIONAL PROGRAM
PRE-VOCATIONAL EDUCATION

COURSE OUTLINE

UNIT I: YOU AND WORK

Entering the World of Work - chapter 8, page 118.

A. Work and Identity

B. Types of Handicaps

1) Advantages
2) Disadvantages

C. Working with Handicaps

SUPPLEMENTARY MATERIALS

LISTED BY SUGGESTED USE WITH THE BASIC TEXT - Entering the World of Work

UNIT I:

1) Overcoming Handicaps - (Filmstrip)
Learning Tree Series
Available through TCCSS

2) Leo Beuerman - (Film)
Available through OSD #111 or
Timberline Library

3) Hello Everybody - (Kit)
Available through OSD #111

4) Number's 14-141 and 14-104 (Filmstrips)
Available through OSD #111 - Norma

229

UNIT II: UNDERSTANDING YOURSELF

Entering the World of Work, Chapter 9, page 127

A. Career Goals
   1) Interest
   2) Values

B. Choosing the Right Job
   1) Talents
   2) Personality

SUPPLEMENTARY MATERIALS

Chapter 9 -

1. Going Places with Your Personality, Fearom Pitman Publishers, Inc. Copyright, 1971.
2. The Put Down Pro & Other Plays, Janus Book Publishers. Copyright, 1980. (Getting Along with Others)
3. The Big Hassle & Other Plays, Janus Book Publishers. Copyright, 1980. (Getting Along with Authority)

UNIT III: GETTING ALONG WITH YOUR CO-WORKERS

Entering the World of Work, Chapter 6, page 72

A. Characteristics People Like in Others
B. Avoiding Problems
C. Compromise

SUPPLEMENTARY MATERIALS

Chapter 6 -

1. Don't Get Fired! 13 Ways to Hold Your Job, Janus Book Publishers. Copyright, 1978.
2. Values, Educational Insights. Copyright, 1977.

3. Janus Job Planner, Janus Book Publishers. Copyright, 1976.
4. Job Readiness Training Curriculum, Florida International University. Copyright, 1979.
5. Going Places with Your Personality, Fearon Pitman Publishers, Inc. Copyright, 1971.

UNIT IV: JOBS IN YOUR FUTURE

Entering the World of Work, Capter 11, page 173

A. Planning for Full-Time Work
   1) Career Development
   2) Training
B. Fringe Benefits
C. Obtaining a Job

SUPPLEMENTARY MATERIALS

Chapter 11 -

1. All About Jobs, Mafex Associates. Copyright, 1974
2. Janus Job Planner, Janus Book Publishers. Copyright, 1976.
3. Occupations I, New Readers Press. Copyright, 1975.
4. Occupations II, New Readers Press. Copyright, 1975.

UNIT V: FINDING JOB OPENINGS

Entering the World of Work, Chapter 1, page 2

A. Types of Jobs
B. Planning for Job Search
C. What Employers Want to Know

SUPPLEMENTARY MATERIALS

Chapter 1 -

1. Getting a Job, (Chapter 8), Fearon Pitman Publishers, Inc. Copyright, 1978.
2. The World of Work, (Chapters 1-2), New Readers Press. Copyright, 1975.
3. All About Jobs, (Unit III), Mafex Associates, Inc. Copyright, 1974.
4. Get Hired! 13 Ways to Get a Job, (page 59), Janus Book Publishers. Copyright, 1979.
5. Job Readiness Training Curriculum, (Lesson 1-3), Florida International University. Copyright, 1979.
6. Developing Your Job Search Skills, (Unit V), Career Aids, Inc. Copyright, 1978.

UNIT VI: APPLYING FOR A JOB

Entering the World of Work, Chapter 2

A. Contacting Employers
B. The Application Form
C. Letters of Application

UNIT VI: APPLYING FOR A JOB, continued H-15 (p. 5)

SUPPLEMENTARY MATERIALS

Chapter 2 -

1. Getting a Job, (Chapter 6), Fearon Pitman Publishers, Inc. Copyright, 1978.
2. Survival Education, Binford & Mort Publishers. Copyright, 1976.
3. Job Readiness Training Curriculum, (Lessons 4-11), Florida International University. Copyright, 1979.
4. Developing Your Job Search Skills, (Units VII & VIII), Career Aids, Inc. Copyright, 1978.
5. Application Form Samples enclosed with this package.

UNIT VII: INTERVIEWING FOR THE JOB

Entering the World of Work, Chapter 3, page 37

A. Interviews
    1) Importance
    2) Preparing
    3) The Actual Interview
B. Reasons People are Not Hired

SUPPLEMENTARY MATERIALS

Chapter 3 -

1. Janus Interview Kit, Janus Book Publishers. Copyright, 1976.

UNIT VII: INTERVIEWING FOR THE JOB, continued

Chapter 3, continued -

2. The World of Work, (Chapters 12-15), New Readers Press. Copyright, 1976.
3. Getting a Job, (Chapters 7-3), Fearon Pitman Publishers, Inc. Copyright, 1978.
4. Developing Your Job Search Skills, (Chapter 4), Career Aids, Inc. Copyright, 1978.
5. All About Jobs, (Unit 4), Mafex Associates, Inc. Copyright, 1974.
6. Job Readiness Training Curriculum, (Lessons 12-15), Florida International University. Copyright, 1979.

UNIT VIII: FIRST DAYS ON THE JOB

Entering the World of Work, Chapter 4, page 53

A. Making a Good Impression
B. Use of Time While on the Job

UNIT IX: GETTING ALONG WITH YOUR EMPLOYER

Entering the World of Work, Chapter 5, page 72

A. What Employers Like
   1) Follow Directions
   2) Cooperation
   3) Dependability
   4) Initiative
   5) Eagerness to Learn
   6) Loyalty
   7) Honesty
   8) Ability to Accept Criticism
B. What Your Employer Provides
C. Keeping Your Job
D. Raise in Pay or Promotion

SUPPLEMENTARY MATERIALS

Chapter 5 -

1. Janus Job Planner, Janus Book Publishers. Copyright, 1976.
2. The Big Hassle & Other Plays, Janus Book Publishers. Copyright, 1980. (Getting Along with Authority)
3. Going Places With Your Personality, Fearon Pitman Publishers, Inc. Copyright, 1971.
4. Don't Get Fired! 13 Ways to Hold Your Job, Janus Book Publishers. Copyright, 1978.
5. Values, Educational Insight. Copyright, 1977.

UNIT X: LIVING ON YOUR OWN

Entering the World of Work, Chapter 10, page 150

A. Living Expenses

B. Apartments

1) location
2) furnishing
3) safety

C. Planning Your Time

D. Responsibilities While On Your Own

1) cooking
2) clothing

E. Making Decisions

F. Community Transportation

G. Family Living

SUPPLEMENTARY MATERIALS

Chapter 10 -

1. The Big Hassle & Other Plays, Janus Book Publishers. Copyright, 1980. (Getting Along with Authority)

2. Don't Get Fired! 13 Ways to Hold Your Job, Janus Book Publishers. Copyright, 1978.

UNIT XI: PROBLEMS THAT AFFECT YOUR JOB

Entering the World of Work, Chapter 14, page 240

A. Social Behavior

1) alcoholism
2) earning trust

B. If You Are Arrested

C. Money Problems

D. Time Away From Job

1) absenteeism/tardiness
2) excused absences

E. Quitting a Job

SUPPLEMENTARY MATERIALS

Chapter 14 -

1. Don't Get Fired! 13 Ways to Hold Your Job, Janus Book Publishers. Copyright, 1978.

2. All About Jobs, Mafex Associates, Inc. Copyright, 1974.

3. Going Places with Your Personality, Fearon Pitman Publishers, Inc. Copyright, 1971.

4. The World of Work, New Reader Press. Copyright, 1975.

UNIT XII: PUBLIC SERVICES

Entering the World of Work, Chapter 16, page 272

A. Who Needs Help

B. Emergency Information

SUPPLEMENTARY MATERIALS

Chapter 16 -

1. Out of Work, New Reader Press. Copyright, 1975.
2. The World of Work, New Reader Press. Copyright, 1975.

INDIVIDUALIZED EDUCATIONAL PROGRAM
PRE-VOCATIONAL EDUCATION

RECOMMENDED PRESENTATION FOR TRI-MESTER SCHOOL

1st Tri-Mester

UNIT I -

(You and the World of Work, Chapter 8)

UNIT II -

(Understanding Yourself, Chapter 9)

UNIT III -

(Getting Along With Your Co-Workers, Chapter 6)

UNIT IV -

(Jobs in your Future, Chapter 11)

ANNUAL GOAL - PRE-VOCATIONAL EDUCATION
TRI-MESTER HIGH SCHOOLS

To increase awareness of Vocational Skills dealing with understanding of self, getting along with others, and job possibilities. [SA] [OA] [OC]

SUPPORTING INSTRUCTIONAL OBJECTIVES FOR TRI-MESTER SCHOOLS

To increase by writing answers to questions dealing with work, identifying and overcoming handicaps with _____% accuracy. (SA2Ø)

To increase by writing answers to questions dealing with understanding yourself (values, interests, personality, etc.) with _____% accuracy. (SA21)

To increase by writing answers to questions dealing with getting along with others with _____% accuracy. (OAØ2)

To increase by writing answers to questions dealing with career development and awareness with _____% accuracy. (OCØ3)

INDIVIDUALIZED EDUCATIONAL PROGRAM
VOCATIONAL EDUCATION OVERVIEW

This course is designed as the continuation of IEP Vocational Education continuing with the same text.

RECOMMENDED PRESENTATION FOR TRI-MESTER SCHOOL

2nd Tri-Mester

UNIT V: (Finding Job Openings, Chapter 1)

UNIT VI: (Applying for a Job, Chapter 2)

UNIT VII: (Interviewing for the Job, Chapter 3)

UNIT VIII: (First Days on the Job, Chapter 4)

3rd Tri-Mester

UNIT IX: (Getting Along with Your Employer, Chapter 5)

UNIT X: (Living On Your Own, Chapter 10)

UNIT XI: (Problems That Affect Your Job, Chapter 14)

UNIT XII: (Public Services, Chapter 16)

INDIVIDUALIZED EDUCATIONAL PROGRAM
VOCATIONAL EDUCATION

TRI-MESTER HIGH SCHOOL
ANNUAL GOAL

To increase understanding of specific job related skills ranging from applications, interviewing techniques to problems encountered on the job. [M][E] [M][H] [W][B] [C][M]

SUPPORTING INSTRUCTIONAL OBJECTIVES
2nd Tri-Mester High Schools

To increase by writing answers to questions dealing with finding job openings with _____% accuracy. (MEØ1)

To increase by writing answers to questions dealing with applying for a job with _____% accuracy. (MEØ2)

To increase by writing answers to questions dealing with job interviews with _____% accuracy. (MEØ3)

To increase by writing answers to questions dealing with behavior during the first days on a job with _____% accuracy. (MEØ4)

To increase by writing answers to questions dealing with making a good impression and time spent on the job with _____% accuracy. (MEØ4)

SUPPORTING INSTRUCTIONAL OBJECTIVES
3rd Tri-Mester High Schools

To increase by writing answers to questions dealing with employee-employer relationships with _____% accuracy. (WSØ2)

To increase by writing answers to questions dealing with independent living skills with _____% accuracy. (MHØ1)

To increase by writing answers to questions dealing with problems that affect jobs with _____% accuracy. (WBØ4)

To increase by writing answers to questions dealing with public services with _____% accuracy. (CMØ3)

H-15 (p. 11)

INDIVIDUALIZED EDUCATIONAL PROGRAM
PRE-VOCATIONAL EDUCATION

RECOMMENDED PRESENTATION FOR SEMESTER SCHOOL

1st Semester

UNIT I: (You and Work, Chapter 8)

UNIT II: (Understanding Yourself, Chapter 9)

UNIT III: (Getting Along with Your Co-Workers, Chapter 6)

UNIT IV: (Jobs in Your Future, Chapter 11)

UNIT V: (Finding Job Openings, Chapter 1)

UNIT VI: (Applying For a Job, Chapter 2)

ANNUAL GOAL - PRE-VOCATIONAL EDUCATION
SEMESTER HIGH SCHOOLS

To increase awareness of vocational skills dealing with understanding of self, getting along with others, and job possibilities. [S][A] [O][A] [O][C]

SUPPORTING INSTRUCTIONAL OBJECTIVES FOR SEMESTER HIGH SCHOOLS

To increase by writing answers to questions dealing with work, identify and overcoming handicaps with _____% accuracy. (SA2Ø)

To increase by writing answers to questions dealing with understanding yourself (values, interests, personality, etc.) with _____% accuracy. (SA21)

To increase by writing answers to questions dealing with getting along with others with _____% accuracy. (OAØ2)

To increase by writing answers to questions dealing with career development and awareness with _____% accuracy. (OCØ3)

To increase by writing answers to questions dealing with finding job openings with _____% accuracy. (MEØ1)

To increase by writing answers to questions dealing with applying for a job with _____% accuracy. (MEØ2)

H-15 (p. 12)

INDIVIDUALIZED EDUCATIONAL PROGRAM
VOCATIONAL EDUCATION OVERVIEW

RECOMMENDED PRESENTATION FOR
2nd SEMESTER HIGH SCHOOL

UNIT VII: (Interviewing for the Job, Chapter 3)

UNIT VIII: (First Days on the Job, Chapter 4)

UNIT IX: (Getting Along with Your Employer, Chapter 5)

UNIT X: (Living On Your Own, Chapter 10)

UNIT XI: (Problems that Affect Your Job, Chapter 14)

UNIT XII: (Public Services, Chapter 16)

INDIVIDUALIZED EDUCATIONAL PROGRAM
VOCATIONAL EDUCATION

SEMESTER HIGH SCHOOLS

ANNUAL GOAL

To increase understanding of specific job related skills ranging from applications, interviewing techniques to problems encountered on the job. [ME] [MH] [WB] [CM]

SUPPORTING INSTRUCTIONAL OBJECTIVES
Semester High Schools

To increase by writing answers to questions dealing with job interviews with _____% accuracy. (ME03)

To increase by writing answers to questions dealing with behavior during the first days on a job with _____% accuracy. (ME04)

To increase by writing answers to questions dealing with making a good impression and time spent on the job with _____% accuracy. (ME04)

To increase by writing answers to questions dealing with employee-employer relationships with _____% accuracy. (WS02)

To increase by writing answers to questions dealing with independent living skills with _____% accuracy. (MH01)

To increase by writing answers to questions dealing with problems that affect jobs with _____% accuracy. (WB04)

To increase by writing answers to questions dealing with public services with _____% accuracy. (CM03)

SUPPLEMENTAL MATERIAL
PRACTICE
APPLICATIONS

APPLICATION FOR SOCIAL SECURITY NUMBER
PRACTICE SHEET

NAME _____
(Last) (First) (Middle)

PERMANENT ADDRESS _____
(Number) (Street) (City)

MOTHER'S NAME _____
(Last) (First) (Middle)

SIGNATURE OF APPLICANT _____

H-15 (p. 13)

APPLICATION FOR SOCIAL SECURITY NUMBER
PRACTICE SHEET

NAME _____
(Last) (First) (Middle)

PERMANENT ADDRESS _____
(Number) (Street) (City)

_____
(State) (Zip) (County)

PLACE OF BIRTH _____ DATE OF BIRTH ___/___/___
(City) (State) No. Day Year

MOTHER'S NAME _____
(Last) (First) (Middle)

FATHER'S NAME _____
(Last) (First) (Middle)

DATE: _____

I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT

SIGNATURE OF APPLICANT _____

YOUTH EMPLOYMENT SERVICE
PRACTICE SHEET

NAME: _____ SOCIAL SECURITY NUMBER: ___/___/___

ADDRESS: _____
(Street) (City) (State) (Zip)

FATHER'S NAME: _____
(Last) (First) (Phone Number)

MOTHER'S NAME: _____
(Last) (First) (Phone Number)

YOUR PHONE: _____ LIVING AT HOME: Yes ___ No ___ DATE OF BIRTH: ___/___/___
MO. DAY YEAR

PRESENT AGE: _____ HEIGHT: _____ WEIGHT: _____ SEX: MALE ___ FEMALE ___

HIGHEST GRADE COMPLETED IN SCHOOL: _____ DROPOUT: YES ___ NO ___

COURSES OR SPECIAL COURSES TAKEN: _____

JOB INTEREST: 1) _____ 2) _____ 3) _____

JOB WANTED: FULL TIME __ PART TIME __ WEEKENDS __ SUMMER __ YEAR ROUND __ OTHER ___

DAYS AVAILABLE: MON. ___ TUES. ___ WED. ___ THURS. ___ FRI. ___ SAT. ___ SUN. ___

HOURS AVAILABLE: ___am/pm to ___am/pm DRIVERS LICENSE: YES __ NO __ WHAT STATE? _____

TRANSPORTATION AVAILABLE: CAR ___ BIKE ___ WALK ___ BUS ___ WILL YOU LIVE IN? ___

TYPING SPEED _____WPM SHORTHAND SPEED _____WPM

WORK YOU HAVE BEEN PAID TO DO: _____

_____

_____

FOR EMERGENCIES:

NAME: _____ PHONE: _____

RELATIONSHIP: _____ ADDRESS: _____
(City) (State)

REFERENCE: 1) _____ _____
(Name) (Address)

2) _____ _____
(Name) (Address)

_____ _____
(Date) (Legal Signature)

_____
Date Prepared

RESUME OF

_____
Name

POSITION/S DESIRED: _____

FULL TIME: _____

PART TIME: _____

TEMPORARY: _____

DATE AVAILABLE: _____
(Specify hours/days)

PERSONAL INFORMATION

PRESENT ADDRESS: _____
(Street) (City) (State) (Zip)

SOCIAL SECURITY # _____ HOME PHONE # _____

PHYSICAL LIMITATIONS OR DISABILITIES TO ASSIST EMPLOYER IN PLACEMENT:

_____

_____

_____

EDUCATIONAL BACKGROUND

SCHOOL _____ ADDRESS OF SCHOOL _____

_____

_____

_____

SPECIAL TRAINING, SKILLS, EXPERIENCE: _____

_____

_____

_____

H-15 (p. 15)

application for employment

We are an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including race, creed, color, age, sex, religion or national origin.

ISONAL INFORMATION

Date _____ Social Security Number _____

Name _____ (Last) (First) (Middle)

Present Address _____ (Street) (City) (State) (Zip)

Permanent Address _____ (Street) (City) (State) (Zip)

Phone No _____ Height _____ Weight _____

State Name and Department of Any Relatives, Other Than Spouse, Already Employed By This Company _____

Referred By _____

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

UCATION	Name and Location of School	Circle Last Year Completed	Did You Graduate?	Subjects Studied and Degree(s) Received
Grammar School			☐ Yes ☐ No	
High School		1 2 3 4	☐ Yes ☐ No	
College		1 2 3 4	☐ Yes ☐ No	
Trade, Business or Correspondence School		1 2 3 4	☐ Yes ☐ No	

Subjects of Special Study or Research Work _____

_____ Foreign Languages Do You Speak Fluently? _____

_____ Write _____

Activities Other Than Religious (Civic, Athletic, etc.) _____
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

252

WORK EXPERIENCE

1) _____ (Work Experience) _____ (Date when Employed)

_____ (Name of Employer or Supervisor)

_____ (Reason for Leaving)

2) _____ (Work Experience) _____ (Date when Employed)

_____ (Name of Employer or Supervisor)

_____ (Reason for Leaving)

3) _____ (Work Experience) _____ (Date when Employed)

_____ (Name of Employer or Supervisor)

_____ (Reason for Leaving)

PERSONAL REFERENCES

NAME: _____

ADDRESS: _____ (Street) (City) (State) (Zip)

NAME: _____

ADDRESS: _____ (Street) (City) (State) (Zip)

_____ (Signature)

253

APPLICATION

NAME: _____
(Last) (First) (Middle)

ADDRESS: _____
(Street or P.O. Box) (City) (State) (Zip)

SCHOOL: _____
(Name) (Phone)

ADDRESS: _____
(Street or P.O. Box) (City) (State) (Zip)

SCHOOL PRINCIPAL: _____ COUNSELOR: _____

AGE: _____ BIRTH DATE: ___/___/___ SOCIAL SECURITY No. _____
Mo. Day Year

SUBJECTS YOU LIKE MOST IN SCHOOL: _____

FAVORITE HOBBIES: _____

KIND OF WORK YOU LIKE MOST: _____

THE THINGS YOU LIKE MOST TO DO IN YOUR FREE TIME: _____

_____

WHEN YOU GRADUATE FROM HIGH SCHOOL, YOU HOPE TO: _____

_____

INDICATE YOUR EXTRACURRICULAR ACTIVITIES IN HIGH SCHOOL: _____

_____

WHAT KIND OF WORK HAVE YOU THOUGHT OF DOING FOR A LIVING? _____

_____

DO YOU PLAN FURTHER EDUCATION AND IF SO, IN WHAT DIRECTION? _____

_____

LIST YOUR LAST JOB FIRST, THEN LIST ANY OTHER JOB YOU CONSIDER SIGNIFICANT:

Name of Firm/Employment	Describe work you did
Address	
Kind of Business	
Employed From Month Year To Month Year Rate of Pay	Reason for Leaving:

IDENTIFICATION (I.D.) PRACTICE SHEET

DIRECTIONS: Collect all information on this practice sheet before making out the small wallet size I.D. information card (#8). Be very careful that your information is correct. Plan in pencil, so that you can make corrections. You may use as many practice sheets as needed. Please show your teacher one practice sheet only, with all information completed.

PLEASE PRINT:

1. YOUR NAME: _____
(Last) (First) (Middle)

2. HOME ADDRESS: _____
(Street) (City)
_____ PHONE: _____
(State) (Zip)

3. YOUR SCHOOL: _____ PHONE: _____ GRADE: ___
ADDRESS: _____
(Street) (City) (State) (Zip)

4. FOR EMERGENCIES: Name of friend, neighbor, relative
NAME: _____
RELATIONSHIP: _____ ADDRESS: _____
PRINCIPAL: _____ COUNSELOR: _____

5. YOUR AGE: _____ BIRTH DATE: ___/___/___ PLACE: _____
Mo. Day Year

6. FATHER'S NAME: _____ BIRTH DATE: ___/___/___
Mo. Day Year
HOME ADDRESS: _____ PHONE: _____
BUSINESS ADDRESS: _____ PHONE: _____

7. MOTHER'S NAME: _____
(Last) (First) (Maiden)
BIRTH DATE: ___/___/___
Mo. Day Year
HOME ADDRESS: _____ PHONE: _____
BUSINESS ADDRESS: _____ PHONE: _____

8. NAMES OF BROTHERS AND SISTERS:
1. _____, age ___ 3. _____, age ___
2. _____, age ___ 4. _____, age ___

9. NAMES OF OTHERS LIVING IN YOUR HOUSE: (State Relationship)
1. _____
2. _____
3. _____

10. REFERENCES:
1. _____
2. _____

11. JOB INTERESTS:
1. _____
2. _____

12. PERSONAL INTERESTS:
1. _____
2. _____
3. _____

H-15 (p. 17)

REGISTERING TO VOTE - Assignment # 1:

Complete the Voter Registration Work Sheet found below. Be sure to write your signature where indicated. The county auditor will transfer the information from this work sheet onto the Original Register of Voter found on the next page.

REGISTERING TO VOTE - Assignment # 2:

Below is the Original Register of Voter form. The county auditor, or registration official, will ask you to sign this form in the 2 areas shown. You are not to fill in any of the other information. The county auditor will transfer the data from your Voter Registration Work Sheet. Sign your name where indicated.

*FORM TO REG. TO VOTE & UPDATE, SEATTLE 98888

VOTER REGISTRATION WORK SHEET

PRECINCT _____

Voter's Telephone No. _____ Parents Telephone No. _____

Please print name as signed _____

Address (mailing) _____ Post Office _____ Zip _____

*Whenever mailing address does not contain street numbers to precisely locate place of residence, additional information is necessary to determine precinct and districts in which the prospective voter resides.

*Residence location (indicate one) (A) Same as above ☐ (B) Unit No. _____ Block No. _____

[redacted]

Male ☐ Female ☐ 2. Date of birth _____ (Month / Day / Year) 3. U.S. Citizenship ☐

4. Identification Produced Yes ☐ No ☐ 5. Social Security Number _____

6. Last registered in this state: County _____ Address _____

City or Town _____ Zip _____ (If presently registered elsewhere complete Cancellation Card)

7. The following is the affidavit concerning your answers to the questions above.

Please do not sign until you are in the presence of the registrar.

"I, the undersigned, on oath or affirmation, do hereby declare that the facts set forth herein relating to my qualifications as a voter recorded by the registration officer in my presence, are true. I further certify that I am not presently denied my civil rights as a result of being convicted of an infamous crime and that I will be at least eighteen years of age at the time of voting."

SIGN HERE _____ Signature of Voter

Subscribed and sworn to before me this 7 day of February, 19 79

John Doe
Signature of Registration Officer

REGISTRAR PLEASE NOTE: Have all forms been signed and acknowledged?

CEMETERY	P.U.D.	HOSPITAL	LIBRARY	PORT	WATER	FIRE	SEWER	SCHOOL			PRECINCT
1)											

ORIGINAL REGISTER OF VOTER — FIRST NAME | INITIAL | LAST NAME

RESIDENCE ADDRESS

CITY OR TOWN ZIP CODE

RESIDENCE LOCATION IF ADDRESS ABOVE IS ROUTE OR BOX

MALE ☐ FEMALE ☐ DATE OF BIRTH

U. S. CITIZENSHIP ☐ HOME PHONE

IDENTIFICATION PRODUCED YES ☐ NO ☐ SOCIAL SECURITY NUMBER

LAST PREVIOUS REGISTRATION — RESIDENCE ADDRESS

CITY OR TOWN ZIP CODE

STATE OF WASHINGTON, County of

I, the undersigned, on oath or affirmation, do hereby declare that the facts set forth herein relating to my qualifications as a voter, recorded by the registration officer in my presence, are true. I further certify that I am not presently denied my civil rights as a result of having convicted of an infamous crime and that I will be at least eighteen years of age at the time of voting.

SIGN HERE DAY

SIGNATURE OF VOTER

PRINT NAME HERE FOR POSITIVE IDENTIFICATION

Subscribed and sworn to before me this 20 day of Feb. 19 79

ACCOUNT NUMBER John Doe
SIGNATURE OF REGISTRATION OFFICER

TRANSFERS

In order to use this form to register an incoming registration, enter the name and new address of the voter under the appropriate headings at the top of this form, enter the old address in the space for previous registration, leave the other sign below the oath, and check in the box at the right ☐

FOR OFFICE USE ONLY

REGISTRATION NUMBER DATE OF REGISTRATION

PRECINCT CODE PRECINCT NAME DISTRICT/LEVY CODE

Record Signing of Petitions Here (In Pencil)

PENALTY PROVISION

RCW 29.36.110: Any person who violates any of the provisions relating to receiving and voting, shall be guilty of a felony and shall be punished by imprisonment of not more than five years or a fine of not more than five thousand dollars, or by both such fine and imprisonment.

INSTRUCTIONS

1. Enter the applicant's name, address, and other pertinent information in the appropriate spaces at the top, left-hand side of the form.
2. Administer the affidavit at the top, right-hand side of the form.
3. Have the applicant sign beneath the affidavit AND on the 3x5 form immediately to the right. Acknowledge the voter's signature on the main form.
4. Return the completed form to the County Auditor or Department of Elections.

LAST NAME (PRINT) FIRST NAME INIT

REGISTRATION NUMBER

COUNTY

SIGN HERE DAY

SIGNATURE OF VOTER

STREET AND NUMBER OR RURAL ROUTE DATE PRECINCT

CITY ZIP CODE

MOVED TO

RECORD SIGNING OF PETITIONS HERE (IN PENCIL)

H-15 (p. 18)

WORK EXPERIENCE

NAME_____

DATE_____

Fill in the following blanks

If you do not have a savings account or credit account or charge accounts put N.A. for not applicable.

Charge Application

SECTION A—INFORMATION REGARDING APPLICANT

Full Name (Last, First, Middle): _____ Birthdate: / /

Present Street Address: _____ Years there: _____

City: _____ State: _____ Zip: _____ Telephone: _____

Social Security No.: _____

Previous Street Address: _____ Years there: _____

City: _____ State: _____ Zip: _____

☐ Own ☐ Rent ☐ Buying ☐ with parents Mortgage or Landlord: _____

Monthly Mortgage or Rental Payment: _____ Purchase Price if Buying or Own: _____

Present Employer: _____ Years there: _____ Telephone: _____

Position or title: _____ Name of supervisor: _____

Employer's Address: _____

Previous Employer: _____ Years there: _____

Previous Employer's Address: _____

Present net salary or commission: $_____ per _____ No. Dependents: _____ Ages: _____

Other income: $_____ per _____ Source(s) of other income: _____

Checking Account No. _____ Institution _____

Savings Account No. _____ Institution _____

Name of nearest relative not living with you: _____ Telephone: _____

Relationship: _____ Address: _____

SECTION B—DEBTS AND OTHER RETAIL ACCOUNTS OF APPLICANT

List below all debts and retail credit accounts for which the income and or property may be liable. Attach additional sheet if necessary.

Name	Address	Account Number	Balance Due	Monthly Payment

Auto: Make _____ Year _____ Financed By _____

(DISTRICT OFFICE)

1) Films & Tapes Currently Possible: Unit IV

Filmstrip - Jobs,
Filmstrip - "How about being an Electronic Assembler"
Filmstrip - "Want to work in a laundry"
Filmstrip - "Would you like hospital work"
Filmstrip - "Do you like animals"

2) Filmstrips & Tapes:

The Nation's Builders (Bowmar)
"The Nation's Builders"
"Heavy Equipment Operators"
"Carpenters"
"Civil Engineering Technicians"
"Architectural Draftsman"
"Electricians"

Jobs for the New Generation (Bowmar)

"Equipment Rental Assistant"
"Parks and Recreation Assistant"
"Food Service Assistant"
"Engineering Assistant"
"Real Estate Management Trainee"

"Going for a Job Interview": Unit VII

"Filling out a Job Application": Unit VI

H-16 (p. 1)

SMALL ENGINES

SAMPLE UNIT

SMALL ENGINES

By: Tim Carlson
Olympia High School

THURSTON COUNTY COOPERATIVE SPECIAL SERVICES
Course Outline & Activities

Sources:
1) SMALL GAS ENGINES by Gray & Barrow, Pub. Prentice Hall 1976
2) SMALL ENGINES - Service Manual 12th Ed. Pub. Technical Publications Div. 1978
3) THE REPAIR & MAINTENANCE OF SMALL GASOLINE ENGINES by Drake Preston Pub. Co. 1976

SMALL ENGINES

The Small Engine unit was part of a Special Education and Vocational Workshop during the summer of 1980. Originally the plan was for a Small Engine unit to be presented to the Special Education class for a short period of time, perhaps two weeks, as part of a larger course dealing with other vocational areas.

This unit however, became comprehensive, thus lending itself to greater duration then originally planned. This unit on Small Engines is divided into four parts, with each sub unit containing a supporting objective. Each supporting unit has a pre-post test. This unit will be piloted during the 1980-81 school year.

To implement this unit it will be necessary for the classroom teacher to have certain materials. A small motor will be necessary, a lawnmower, some basic tools, old spark plugs, and other things. Some of the above will undoubtedly have to be borrowed or part of the instructors personal tool collection.

Prior to using the unit, the intent will be for those teachers and the Small Engine Instructor who did most of the work, to get together to go over the unit and various procedures to identify weaknesses and areas of concern.

This unit can serve more than one purpose:

1) It can be part of a prerequisite to a small engine class for a special education student.

2) It can be an entire course for those students who will never take small engines in the mainstream.

COURSE OUTLINE

INDIVIDUALIZED EDUCATIONAL PROGRAM - SMALL ENGINES

I. Things Needed to Make an Engine Run
   a) Air and fuel
   b) Compression
   c) Ignition

II. The Four Strokes of a Four Stroke Engine
   a) Spark testing
   b) Four stroke cycle - intake
      compression
      power
      exhaust

III. Safety Using and Maintaining Small Engine Powered Equipment
   a) Burns and engine fires
   b) Refueling
   c) Exhaust noise and fire
   d) Moving parts
   e) Flying objects
   f) Exhaust gases

IV. Keeping the Small Engine and Equipment Well
   a) Changing crankcase oil
   b) Air cleaner (filter) service - dry paper type filter
      polyurethane element
      oil bath air filter
   c) Spark plug service
   d) Cooling system service
   e) Servicing the rotary lawn mower blade - blade sharpening
      wheel maintenance
   f) Small engine storage

H-16 (p. 3)

ANNUAL GOALS

To increase Understanding of the Working Principals of a Small Engine, the safe operation, routine maintenance, minor repair of small engines. (OS)

SUPPORTING INSTRUCTIONAL OBJECTIVES

To increase by writing answers to questions dealing with the elements necessary to make a small engine operate with blank _____% accuracy. (OS1Ø)

To increase by writing answers to questions dealing with the four stroke engine at _____% accuracy. (OS1Ø)

To increase by writing answers to questions dealing with safe use and care of a lawnmower at _____% accuracy. (OS1Ø)

To increase by writing answers to questions dealing with the basics of small engines maintenance at _____% accuracy. (OS1Ø)

SMALL ENGINES

PRE-POST TEST
UNIT I

NAME: _____ DATE: _____ (15 possible)

CIRCLE T FOR TRUE OR F FOR FALSE

T F 1. Without air, fuels such as gasoline will not burn.

T F 2. In a gasoline engine, air and fuel must not be mixed together. If they are mixed, the engine will not run.

T F 3. Engines will be able to run without spark plugs.

T F 4. Engines need air, fuel, compression and ignition in order to run.

MATCHING

Please draw a line to match the words with their meanings.

Spark	something that burns
Ignition	air and fuel make an explosion
Compression	air
Combustion	the sparking of the fuel
Fuels	squeezing air and fuel together
Oxygen	like a match that ignites fuels

LIST FIVE TOOLS WHICH HAVE GASOLINE ENGINES TO MAKE THEM WORK

a)

b)

c)

d)

e)

INDIVIDUALIZED EDUCATIONAL PROGRAM
SMALL ENGINES

PREFACE: Small gasoline engines are a major necessity in our part of the country. Most families have at least one gas powered tool with many having two, three, or more. Many of our students begin using gas powered tools at a relatively early age. Small gas engines and the tools that they power require understanding and care if they are to be used safely, efficiently, and to our satisfaction

The following units will serve as an aid to teach students the safe operation, routine maintenance, and minor repair of the most commonly used small engine - the lawnmower.

SUPPORTING INSTRUCTIONAL OBJECTIVE:

To increase by writing answers to questions dealing with the elements necessary to make a small engine operate with _____% accuracy.

MATERIALS NEEDED: Activity No. 1a

Matches
Candle
Jar & Lid (large enough to hold a candle)
Small piece of paper (approximately 3"x3")
Small gas engine

NOTE: Below is what the teacher states to the students

AIR & FUEL: Air contains oxygen. Without oxygen fuels, (gasoline) will not burn. Small gas engines take in air mixed with gasoline which is then burned to produce power. If we take either the air or the fuel away, our engine will not run.*

Paper and candles are fuel that burn slowly. Gasoline burns very rapidly and explodes when it is mixed with air, then lit with fire. The explosion of the gas pushes parts inside the engine which makes them move. The loud noise that we hear coming out of the exhaust pipe is the explosion of gas and air taking place inside the engine. Engines must have fuel and air to run.

ACTIVITY No. 1b: *Demonstrate how a fire will go out by using a candle inside a jar. After firing the fuel (candle) place the lid on the jar, thus eliminating the air supply. Students will see that air is necessary for combustion. Now ignite the paper. When the fuel (paper) is gone, the fire goes out. (Note to teacher: There are actually two activities - the candle in the jar and the paper in the jar. Both activities mean that air is a necessity for fire.)

COMPRESSION: In an engine the air and fuel are compressed or squeezed very tightly together. Compression helps to make the gas and air burn better as they are pushed closer together and the fire (ignition) is able to spread faster and expand more. The faster the fuel and air burn, the more powerful the explosion. If we have a weak explosion inside our engine, the engine will not have much power and may even be hard to start.

IGNITION: Ignition, or the explosion, takes place after the air and fuel are compressed. The engine creates a spark at the spark plug and this spark causes the compressed air and fuel to burn. The spark plug screws into the engine where it reaches the air and fuel that is being compressed. The spark plug is like the match that ignited the candle and paper. Without spark, the air and fuel would not burn just as the paper and candle would not burn without the match.

Sometimes spark plugs fail to work and the engine will not run. *Demonstrate spark by following illustration #1.

SUMMARY: Air, fuel, compression, and ignition, are all needed to make the small gas engine run. If any one of the four items are missing, the engine can not run. If one of the four is weak, the engine will not run right and will have very little power. Part of keeping the engine in good running condition is to make sure that the engine has air, fuel, compression, and ignition.

SMALL ENGINES

PRE-POST TEST
UNIT II

NAME: _____ DATE: _____ (15 possibl

1. Choosing from the vocabulary words listed below, circle the four strokes of a four-stroke gasoline engine.

a) exhaust	d) power
b) spark plug	e) cylinder
c) compression	f) intake

CIRCLE T FOR TRUE OR F FOR FALSE

T F 2. Valves in a gasoline engine stay open all the time.

T F 3. The air filter in a gasoline engine cleans the air that goes into the engine.

T F 4. The oil used in a gasoline engine gives the engine more power.

T F 5. The cylinder in a gasoline engine goes around in a circle.

6. Choosing from the vocabulary words listed below, circle the major parts of a four-stroke gasoline engine.

a) cylinder head	f) starter
b) gasoline	g) spark plug
c) air filter	h) flywheel cover
d) muffler	i) fuel tank
e) oil	k) gaskets

THE FOUR STROKES OF A FOUR STROKE ENGINE

UNIT II

The aim of this unit is to help the student understand how the engine runs and what parts are involved in the four strokes.

SUPPORTING INSTRUCTIONAL OBJECTIVE:

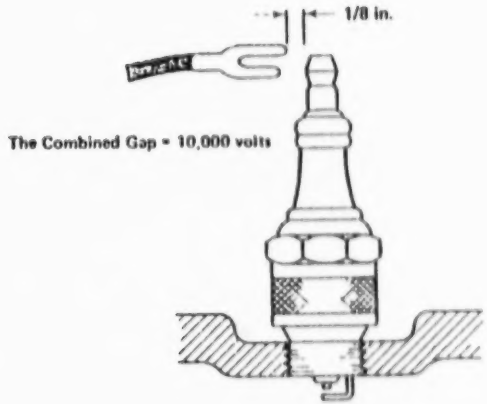
To increase by writing answers to questions dealing with the four stroke engine at _____% accuracy.

MATERIALS NEEDED:

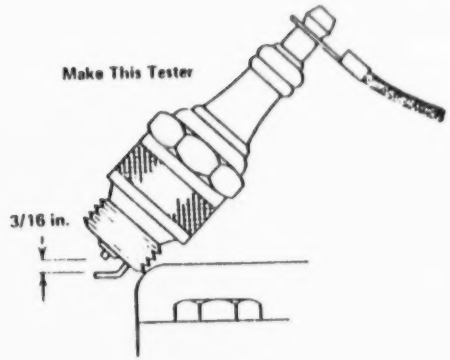
Small gas engine
Overhead projector
Adjustable wrench, regular screw driver
7/16" wrench, 1/2" wrench, 3/4" wrench,
13/16" wrench

ILLUSTRATION #1

SPARK TESTING



QUICK CHECK METHOD



SPARK TESTER METHOD

STUDENT WORKSHEET
A.

FOUR-STROKE CYCLE AND INTAKE STROKE

* "Four-stroke cycle" means that it requires four strokes of the piston to complete one cycle.

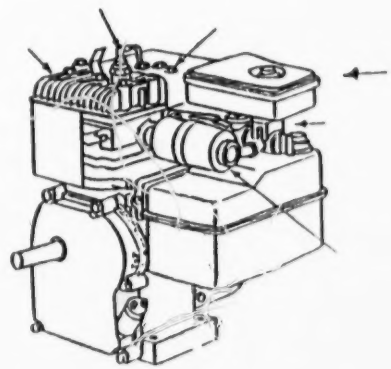
  Each time the piston moves from the top of the cylinder to the bottom of the cylinder, it completes one stroke. Similarly, each time the piston moves from the bottom of the cylinder to the top of the cylinder, it completes one stroke.

  The term "cycle" means completion of four movements or strokes of the piston before it repeats a cycle.

  In one cycle the intake valve opens one time and the exhaust valve opens one time. This means that the camshaft, which causes the valves to open, completes but one revolution per cycle.

THE BASIC ENGINE

a. Cylinder Head #2
b. Muffler
c. Spark Plug
d. Carburetor
e. Cylinder Head Bolt
f. Air Filter

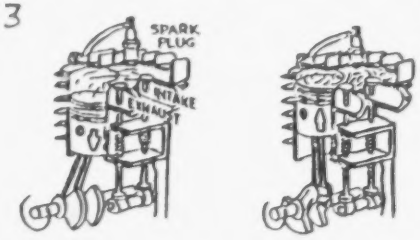


HORIZONTAL CRANKSHAFT ENGINE

*Demonstrate the concept of stroke by removing the cylinder head of the small engine then turn the flywheel clockwise (from the top view) observing the movement of the piston and valves. Refer to illustration #2 and #3 for parts and circle identification.

STUDENT WORKSHEET
B.

#3



a. Intake b. Compression

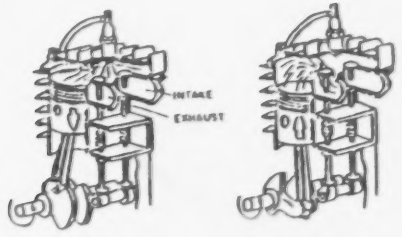
a. Fuel Tank

b. Flywheel Shroud

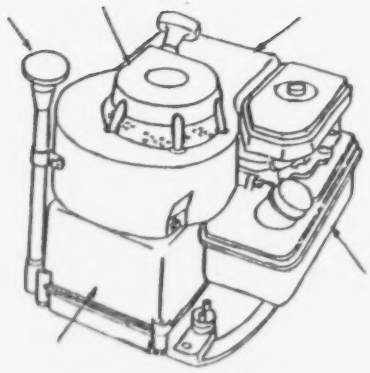
c. Crankcase

d. Lubrication

e. Recoil Starter



c. Power d. Exhaust



VERTICAL CRANKSHAFT ENGINE

*Demonstrate the concept of stroke by removing the cylinder head of the small engine then turn the flywheel clockwise (from the top view) observing the movement of the piston and valves. Refer to illustrations #2 and #3 for parts and cycle identification.

* "Four-stroke cycle" means that it requires four strokes of the piston to complete one stroke.

Each time the piston moves from the top of the cylinder to the bottom of the cylinder it completes one stroke. Similarly, each time the piston moves from the bottom of the cylinder to the top of the cylinder it completes one stroke.

The term "cycle" means completion of four movements or strokes of the piston before it repeats a cycle."

In one cycle the intake valve opens one time and the exhaust valve opens one time. This means that the camshaft, which causes the valves to open, completes but one revolution per cycle.

INTAKE STROKE

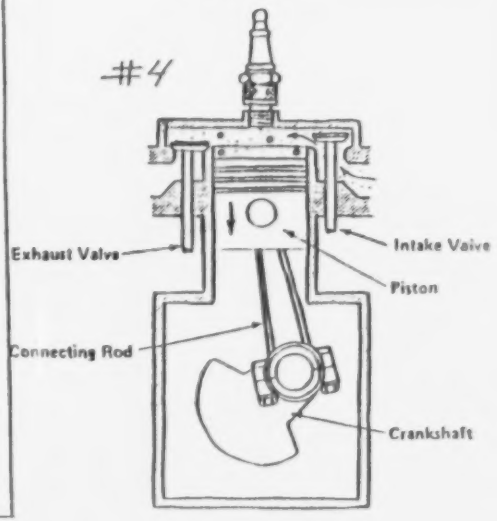
INTAKE STROKE: During the intake stroke the piston is moved from top to the bottom. This causes a suction inside the cylinder.

Outside air rushes toward suction in the cylinder. It moves through the air cleaner where dirt is filtered out. From the air cleaner it rushes through the carburetor where it "picks up" some gasoline. This air-fuel mixture then enters the cylinder through the open intake valve.

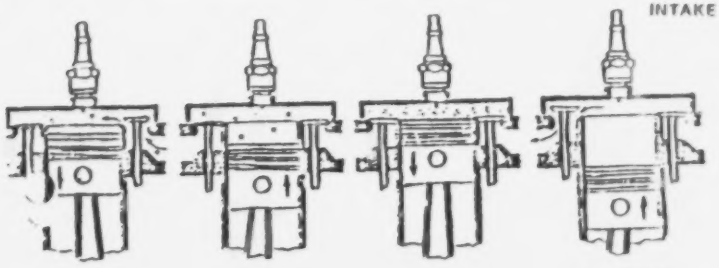
Near the end of the intake stroke the intake valve closes. When the valve is tightly closed, the air-fuel mixture is trapped in the cylinder. At this point the intake stroke is completed and the piston is at the bottom.

Refer to illustration #4.

#4



INTAKE STROKE



COMPRESSION STROKE

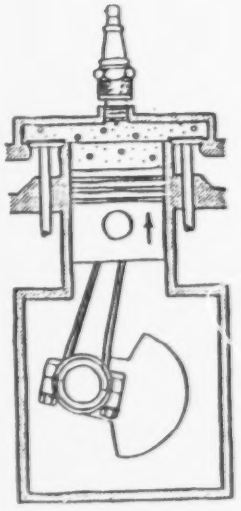
During the intake stroke an air-fuel mixture was "drawn" into the cylinder by the piston moving from top to bottom.

The second stroke in the cycle is the compression stroke. The piston is moved from bottom to top by the rotating crankshaft. Note that both valves remain closed during this stroke. This means that there is no way that the air-fuel-mixture can escape - it is trapped in the cylinder. As the piston moves toward the top, the air-fuel mixture is compressed. This compression takes place because as the piston moves toward the top the volume of the cylinder gets smaller.

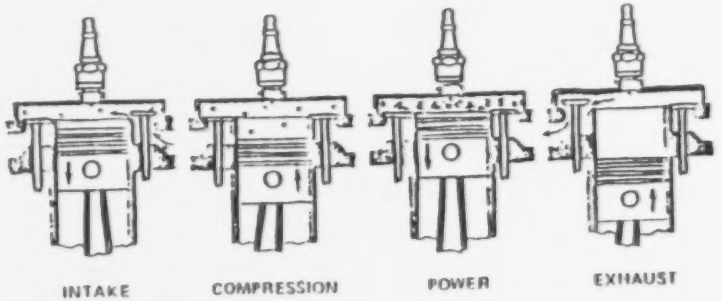
Be compressing the air-fuel mixture, more pressure is created when it is burned.

Refer to illustration #5.

#5



COMPRESSION STROKE



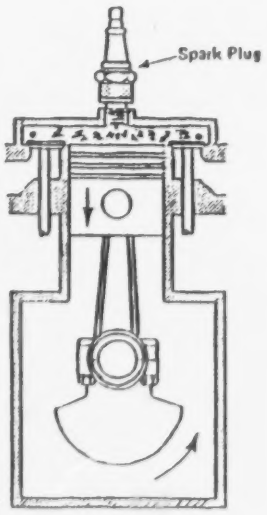
POWER STROKE

The air-fuel mixture was compressed as the piston moved from bottom to top during the compression stroke.

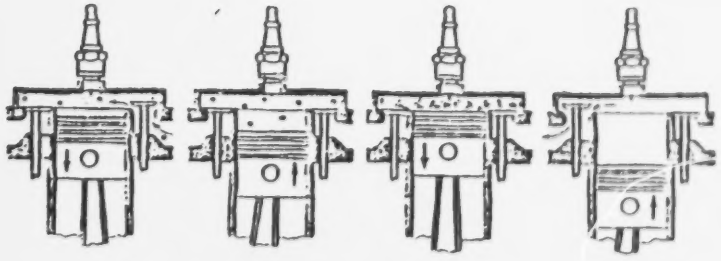
Just before the piston reached the top on the compression stroke, the ignition system has created enough voltage to jump the spark plug gap. When the spark jumped the gap of the spark plug, the power stroke began.

The spark ignites the air-fuel mixture. As the mixture burns, the gases expand. The expansion of the gases increases the pressure inside the cylinder. Since both valves are closed, the pressure can't leak out. The increasing pressure is exerted on all parts of the inside of the cylinder. The piston is the only part which can move. The pressure forces the piston to move toward the bottom. As the piston moves, the force is transferred to the crankshaft by the connecting rod. The connecting rod moves the crankshaft. The power stroke is the only stroke in the cycle which produces usable energy. The power stroke causes the crankshaft to revolve which makes the engine "run."

#6



POWER STROKE



INTAKE COMPRESSION POWER EXHAUST

EXHAUST STROKE

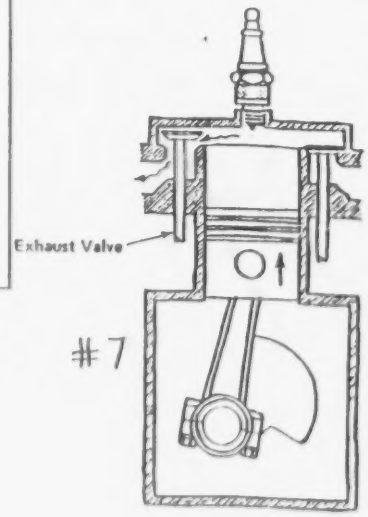
The power stroke moved the piston from top to bottom. Near the bottom the expansion of gases stopped, which ended the power stroke.

Near the bottom of the power stroke the camshaft and valve train cause the exhaust valve to open. As the piston moves from bottom toward the top, the burned gases are forced out through the open exhaust valve and muffler. This is the exhaust stroke. Near the end of the exhaust stroke the exhaust valve closes and the intake valve opens. This action is the beginning of another cycle.

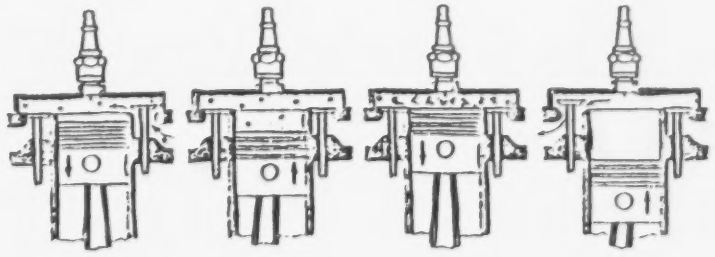
The strokes-intake, compression, power, and exhaust-continues to repeat so long as the engine is running.

Valve Train - Everything from the crankshaft on up through the connecting to the valves that cause the valves to open and close.

#7



EXHAUST STROKE



INTAKE COMPRESSION POWER EXHAUST

ACTIVITIES

UNIT NO. II

A. Using the engine as a model, the teacher points to the main engine parts as identified in No. 2

B. Using a blank drawing of the basic engine (a) & (b), have the students write in the basic engine parts.

The words below go to engine (a) -

cylinder head
spark plug
cylinder head bolt
air filter
carburetor
muffler

The words below go to engine (b) -

crankcase
fuel tank
flywheel shroud
recoil starter
lubrication

C. For those students having difficulty writing the engine parts in the correct spot, allow them to copy using the diagram, using a repetitious basis until they can identify the main observable parts.

D. Each student can take turns rotating the crankshaft to gain an understandable concept of stroke. (Cylinder head must be removed prior to doing this activity)

E. Key Vocabulary Words - Put key words on the board, with definitions alongside of them. Have the students copy the words and definitions. For those students who have the concept and understanding, have them work on spelling the key words correctly, e.g., spelling test.

E. Key Vocabulary Words, continued -

cycle	- completion of four strokes
intake valve	- opening to let fuel and air into cylinder
exhaust valve	- valve that opens to let out the exhaust
cylinder	- opening where the piston moves
crankcase	- case holding the lower part of the engine
air filter	- cleans air before it gets to the carburator
muffler	- quiets the engine
lubrication	- oil or grease used to keep the engine moving smooth
fuel tank	- holds gasoline
valves	- lets air in or out

SMALL ENGINES

PRE-POST TEST
UNIT III

NAME: _____ DATE: _____ (10 poss

CIRCLE T FOR TRUE OR F FOR FALSE

T F 1. Small engines do not get as hot as large engines while running.

T F 2. Before you add more gasoline to a small engine, it is a good idea to touch the engine with your hand to make sure it has cooled off.

T F 3. The outsides of small engines do not get hot enough to start things like paper and rags on fire.

T F 4. You do not need to filter gasoline before putting it into the gas tank of a small engine.

T F 5. Small engines can be run safely without muffler exhausts.

T F 6. Most small engines do not have dangerous moving parts.

T F 7. To avoid getting cut while working on a lawnmower, you should remove the spark plug.

T F 8. When mowing lawns with gas powered lawnmowers, you do not have to turn off the engine to go get a drink of water.

T F 9. Because of their small size, it is okay to run a small engine inside a building.

T F 10. Small engines are safer to use than large engines.

STUDENT ACTIVITIES

UNIT NO. 1

NOTE: Each student will need a folder (Duo-tang) to keep materials together for this unit.

A. On the board, list as many small gas powered engines as the class can think of. (Group activity)

B. Vocabulary Words - Unit No. 1

oxygen
fuel
combustion
compression
ignition
spark

Write vocabulary words on the board and write a simple definition. (Group activity)

C. Matching - using vocabulary words, draw an arrow to the definition matching the word. (Student activity)

spark	like the match that ignites the candle
ignition	something that burns
compression	air
combustion	air & fuel make an explosion
fuels	the sparking of the fuel
oxygen	squeezing air & fuel together

. Use the vocabulary words in a short simple sentence. (Advanced Student Activity)

SMALL ENGINES
UNIT No. III

The aim of this unit is to assist the student in understanding the safe use and care of a lawnmower.

SUPPORTING INSTRUCTIONAL OBJECTIVE:

To increase by writing answers to questions dealing with safe use and care of a lawnmower at _____% accuracy.

MATERIALS NEEDED:

Lawnmower
Gas can
Funnel
Old nylon stocking

NOTE TO TEACHER: This entire unit can be copied for each student.

SAFELY USING & MAINTAINING SMALL ENGINE POWERED EQUIPMENT:
Every year people are injured by small engines and small engine powered equipment. When the operator or serviceman observes basic safety precautions, the chances of injury are much less. Anyone operating or working on small engines and power equipment, should always think about safety. The best safeguard against accidents is to try to prevent them.

1) Burns & Engine Fires - Small engines get very hot while running. The operator should keep away from the hot exhaust and should allow a cooling off period before either refueling the engine or putting the equipment away. Flammable liquids and flammable materials should never be placed on, or near, a hot engine as an explosion or fire could result.

SAFELY USING & MAINTAINING SMALL ENGINE POWERED EQUIPMENT, CONT.

2) Refueling - Refueling should only be done when the engine has cooled down. When refueling, we should use a funnel with an old nylon stocking placed in it as a filter.* We never store fuel in anything but a metal gas can that is well marked "Gasoline." When refueling we should only fill the tank to about 3/4 full. This prevents gas from splashing out as the engine runs and possibly igniting.**

3) Exhaust Noise & Fire - Damaged or worn out exhaust systems are a safety hazard in two ways. Exposure to loud exhaust noise has been found to be very tiring and can also lead to ear damage. Faulty exhaust systems also release sparks. The sparks from small engine exhaust are responsible for hundreds of fires each year. Dry grass, brush, woods, and even lumber have been ignited by sparks from exhaust systems. Engines should not be run with damaged or worn out exhaust - the exhaust should be replaced if faulty!

4) Moving Parts - Moving parts are very dangerous unless we take special precautions to avoid them. Several factors must be considered to avoid being injured by moving parts. The first consideration is dress. The operator should never wear loose, dangling clothing that could possibly get caught in moving parts. Getting caught in moving equipment could pull you in, choke you, or even remove a part of your body. Remember, most small engines have at least two horsepower, the strongest of us have less than 1/3 of a horsepower. The second consideration is that of coming in contact with the blades. Blades rotate fast enough that we can not easily see them. When starting an engine, working with, or on, an engine, we should be very careful to avoid getting too close to the blade. Blades are very deceptive - they can cut much faster than we can move. To avoid getting cut while working on an engine, we should always remove the spark plug. An engine can not accidently start without one. While working with a piece of equipment we should always check and make sure that all guards are tight and in place before we start the machine then be cautious of areas that may be unguarded.

* Demonstrate the use of the funnel, stocking and gas can.
** Student can do this using liquid other than gasoline and an old gas tank off of a small engine. (Many serious burns result from imporoper refueling.)

H-16 (p. 13)

SAFELY USING & MAINTAINING SMALL ENGINE POWERED EQUIPMENT, cont.

One other important thing for the operator to consider is the possible movement of running equipment when you are not expecting it. A vibrating engine, on a hill, or slick surface, or any number of things, could cause a lawnmower to roll, or even tip over when you are not prepared. Always have a good firm hold on the handle. Remember, the operator is in control of the equipment and must maintain that control. Do not take chances, shut off the equipment that is to be left alone. Do not operate equipment where there is a possibility of injury due to rolling or tipping.

FLYING OBJECTS: The operator of a lawnmower must watch for and avoid items such as stones and metal objects that could be picked up and thrown by blades. The area being cut should be cleared of debris before starting. Bystanders must also be protected and should be kept out of the operating area. Every year there are thousands of injuries and many dollars in damage done as a result of items being thrown from mowers.*

EXHAUST GASES: During operation internal combustion engines produce carbon monoxide as part of their exhaust. Carbon monoxide is very dangerous because it is odorless and hard to detect. Exhaust gases can cause death if breathed for a short time. To protect ourselves and others, we must never run an engine inside a closed building and must be very careful not to breath exhaust fumes while working in the vicinity of an engine.

SUMMARY: Safety requires constant awareness. There are several areas that require our awareness: fires and burns, exhaust noise and sparks, refueling, moving parts, thrown objects and carbon monoxide gas. All areas of safety have these do's and don'ts. Safety must go beyond rules however and must become a habit or part of our attitude toward life if we are to be successful in working on or with equipment.

* "Standard safety specifications for power lawnmowers," specify a maximum blade tip speed of 19,000 feet per minute. Most blades are near that speed and throw objects at that speed - 300+ feet per second. The thrown item would travel between 30 and 60 feet before you could react!

ACTIVITIES
UNIT No. III

A. The entire unit explaining safety can be xeroxed and copies given to the students so the students can follow along with the text. Unit III becomes a handout.

B. General discussion about lawnmower accidents. Students will relate various accidents they know about or have experienced. Students can bring in clippings from the paper.

Films are available on the safe use of power equipment which should be shown during this unit.

A brief discussion and demonstration can take place on first aide for burns.

C. A supplemental activity for certain students would be to pour liquid into a funnel simulating pouring gas into a fuel tank. This activity would obviously be too easy for many.

D. The teacher should make-up a "fill in the blank" type test over this unit. Sample questions are below:

1) Long exposure to loud exhaust noise can lead to _____ _____.

2) When working on a small engine you should always remove the _____ _____.

NOTE: For those students who have much difficulty, they can use the handout to search for answers. Others, more advanced, can do the test - (activity) without the handout.

SMALL ENGINES
PRE-POST TEST
UNIT IV

NAME: _____ DATE: _____

(10 possible)
CIRCLE T FOR TRUE OR F FOR FALSE

T F 1. Usually, oil should be changed in small engines every two years.

T F 2. Before changing the oil in a small engine, you should wash the engine with soap and water.

T F 3. Air filters on small engines should be kept clean.

T F 4. Clogged air filters cannot damage a small engine, they will only cause the engine to run poorly.

T F 5. Dirty spark plugs in a small engine should be thrown away and replaced with new spark plugs.

T F 6. When storing a small engine for the winter, you only have to drain the gas.

7. What is the name of the part of the small engines which helps to cool them? Circle the correct answers.

a) water pump
b) flywheel
c) oil

8. How can you tell when a lawnmower blade is out of balance? Circle the correct answer.

a) it does not cut grass well
b) the mower vibrates
c) you can't push the mower
d) the engine won't start

9. Write, in your own words, why it is important to remove the spark plug before working on the blade of a lawnmower.

_____

_____

10. Most small gas engines have an identification number. Where would you most likely find it. Circle the correct answer.

a) on the handle
b) on the soark plug
c) on the engine block
d) on the air filter

SMALL ENGINE
UNIT IV

KEEPING THE SMALL ENGINE AND EQUIPMENT WELL:

The aim of this unit is to help the student understand the basics of engine care or preventative maintenance.

SUPPORTING INSTRUCTIONAL OBJECTIVE:

To increase by writing answers to questions dealing with the basics of small engine maintenance at _____% accuracy.

MATERIALS NEEDED:

Engine/Lawnmower
Spark plug wrench or socket
Regular screwdriver
Adjustable wrench
Spark plug gauge
Pipe wrench
Course cut metal file
Wire brush
Oil drain pan
Paper and pencil
Grease (multi purpose)
Oil - one quart SAE 20, one quart, SAE 30
Vacuum cleaner or air supply

CHANGING CRANKCASE OIL: Crankcase oil should be changed every so often. The exact number of operating hours between oil changes varies from manufacturer to manufacturer. Some suggest as low as 20 hours and some as high as every 100 hours. It is generally accepted however, that oil should be changed about every 25 hours. If oil is changed according to this suggested interval, we can expect minimum engine wear and maximum engine life.

Most manufacturers recommend SE or severe duty quality oil. The viscosity recommended is SAE 20 during the winter and SAE 30 during the summer. The oil designation is printed on the top of the can. We should be able to find and understand the numbers if we look carefully.*

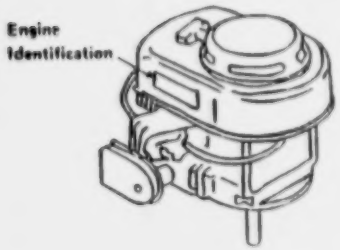
* The flowability as compared to water. (Thickness) Allow students to see the difference in viscosity. By touching the oil, we c see & feel the difference. Have them study the can tops for the information.

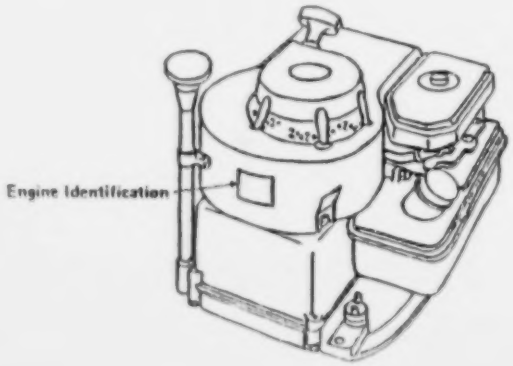
ENGINE IDENTIFICATION: The identification of the engine is necessary for purchasing replacement parts and for locating specifications. The engine is usually identified by manufacturer's identification on the engine. This identification usually includes the model information and in some cases the serial number and type.

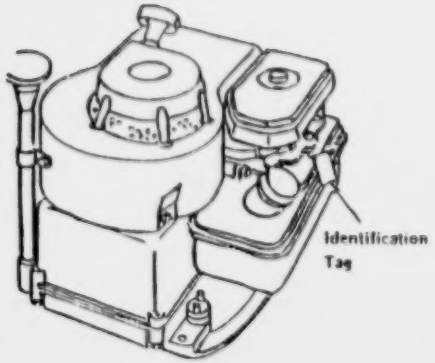
The identification plate or information may be located on the engine block or on the flywheel shroud. In some cases the number will be stamped on the shroud and no identification tag will be used.*

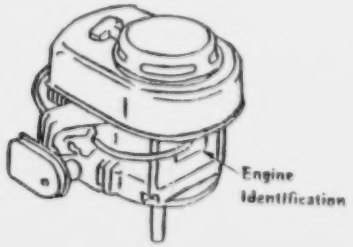
Figure number eight will help in locating the identification information.

#8









*The student should find the following information from the engine being worked on. Manufacturer, model number, serial number, type.

CHANGING CRANKCASE OIL, continued:

PROCEDURE: The following is a general guide and specific steps to accomodate various engines. It is a good idea to drain the oil when the engine is hot since more dirt and oil can be removed. Dirty oil must be removed because it will not give proper, high quality lubrication.

1) loosen the spark plug wire or remove the spark plug. (Safety!)
2) remove the add-oil plug.
3) loosen and carefully remove the drain plug. Do not drop the plug when it comes out of the engine. Be sure to have a container right under the drain hole.
4) Allow the oil to drain, then tip the engine slightly to get the last bit of oil from the engine.
5) Replace the drain plug. Do not "over tighten."
6) Refill the crankcase with the correct quality and viscosity.
7) Check the oil level with the dip-stick if the engine has one. On engines not having a dip-stick, fill the crankcase until oil can be seen at the hole or in the fill pipe.
8) Replace the add-oil plug.

AIR CLEANER (Filter) Service: (see illustration #9)

Small gasoline engines are often exposed to very dirty working conditions. A good, clean air filter, is essential for efficient operation and long life. An engine with a cylinder that is eight cubic inches, will try to draw eight cubic inches of air on each intake stroke. At full speed the engine will consume a large volume of air. An air cleaner must be kept in good condition to admit that much air without allowing dirt into the engine. If the air filter stands to become clogged with dirt, grass, or other materials, it will restrict air flow to the engine. This is exactly what a choke does. We can not restrict air flow very long or it will cause a great deal of damage to the engine and may actually destroy it. To avoid engine damage, we service air filters every 25 hours unless running conditions require it more often.

PROCEDURE: DRY PAPER TYPE FILTER - Illustration #9

1) Remove the air filter from the engine.
2) Tap the filter element to jar the dirt loose.
3) If an air hose is available, blow dirt away by

PROCEDURE: DRY PAPER TYPE FILTER - Illustration #9, continued -

3) blowing from the inside out with low pressure air. If there is no air supply, a vacuum cleaner works well for removing dirt (vacuum from the outside.)
4) If the filter still appears to be clogged, replacement is necessary. Do not attempt to soak or wash the dry vapor element.
5) If the filter is good, place it back on the engine.

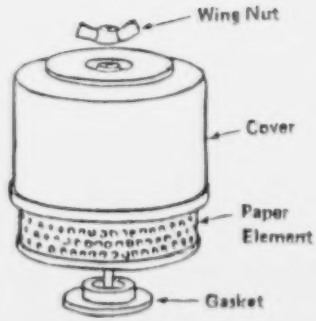
POLYURETHANE ELEMENT - Illustration #9

1) Remove the air filter.
2) Clean thoroughly with soap and warm water. (These can be cleaned several times.)
3) Squeeze out as much water as possible.
4) Add a few drops of oil and work it into the filter. (Careful, not to much)
5) Place the filter back inside the holder making sure that it fits properly and can not be sucked into the engine. Tighten the holder until it is snug.

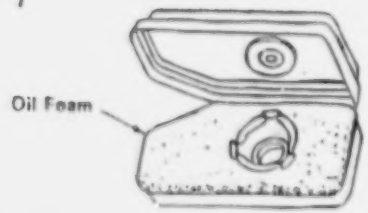
OIL BATH AIR FILTER - Illustration #9

1) Remove the filter assembly.
2) Wash the filter thoroughly with warm soapy water.
3) Dry the filter by shaking and wiping with a clean rag or paper towel.
4) Place the clean oil in the filter housing according to the instructions on the housing. Do not overfill!
5) Replace filter assembly being careful not to spill the oil from the filter.

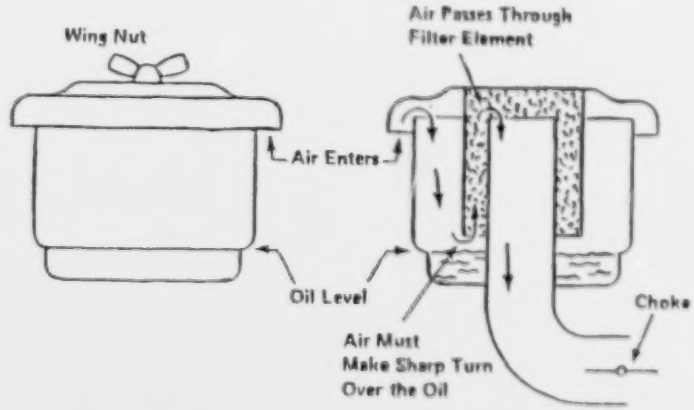
#9



DRY PAPER TYPE FILTER



POLYURETHENE FOAM TYPE FILTER



ACTIVITIES
Unit No. IV

A. To teach the difference in viscosity. The teacher can get varying weights of oil and allow the students to feel the differences. The teacher can also get the top part of oil cans from several different weights and varieties of oil.

B. Demonstrate how to drain oil properly from a mower. This activity will have to take place outside. The teacher will have to have blocks to get the mower up in the air.

SPARK PLUG SERVICE: Spark plug performance can often be improved by periodic cleaning. Spark plug life can be lengthened by cleaning. Most manufacturers of engines recommend that spark plugs be cleaned every 100 hours of engine operation. Of course, if a spark plug is damaged, insulation cracked, electrode worn away, etc., cleaning can not repair the damage. In this case you must replace with a new plug.

PROCEDURE: SPARK PLUG SERVICE - Illustration #10

1) Remove the spark plug - Examine the condition of the plug.
2) Check spark plug gap prior to cleaning and resetting.
3) Wire brush the entire spark plug.
4) Clean the insulator with a rag.
5) Clean the electrodes and sparking surface with a rag.
6) Regap the plug to the correct setting (.030 in most cases)
7) Reinstall plug (don't forget the spark plug gasket.)

ACTIVITIES
Air Filters

A. Demonstrate to the class the removal and cleaning of an air filter. Ask one to two students to repeat the procedure. Make copies of page 31, illustration #9, to indicate the various types of air filters to the class.

B. Develop a short "fill-in the blank" type test on the function of air filters. Example:

1) Air filters should be changed about every _____ hours.
2) If air cannot get into the engine, it can cause much _____ to the engine.

C. Using illustration No. 9, that shows the types of air filters, make-up a worksheet and have the students label the parts.

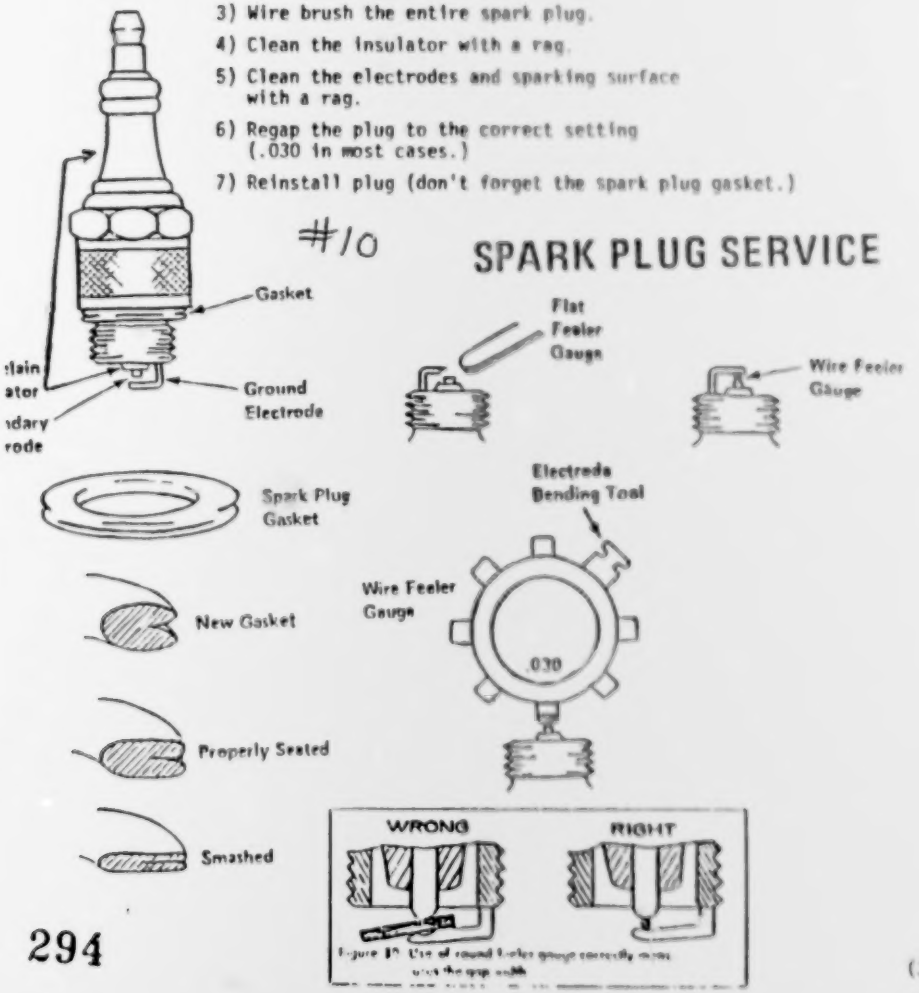
SPARK PLUG SERVICE: Spark plug performance can often be improved by periodic cleaning. Spark plug life can be lengthened by cleaning. Most manufacturers of engines recommend that spark plugs be cleaned every 100 hours of engine operation. Of course, if a spark plug is damaged, insulation cracked, electrode worn away, etc., cleaning can not repair the damaging. In this case you must replace with a new plug.

PROCEDURE: SPARK PLUG SERVICE - Illustration #10

1) Remove the spark plug - Examine the condition of the plug.
2) Check spark plug gap prior to cleaning and resetting.
3) Wire brush the entire spark plug.
4) Clean the insulator with a rag.
5) Clean the electrodes and sparking surface with a rag.
6) Regap the plug to the correct setting (.030 in most cases.)
7) Reinstall plug (don't forget the spark plug gasket.)

#10

SPARK PLUG SERVICE



ACTIVITIES H.-16 (p. 19)
FOR SPARK PLUGS

A. Use Illustration #10 - Copy and hand out to students. Obtain enough spark plugs for each class member. Old plugs can be picked up at a garage or service station. Using the plugs, go over the parts. Explain how a plug is put together. Identify the parts. Show where a plug gets dirty and how it can be cleaned with a wire brush.

B. Have one or two students remove the spark plug from the engine. Discuss the correct gap using a wire feeler gauge or flat feeler guage.

C. Pass out a drawing (xerox copy) of a spark plug, with the following words typed in the margin: gasket, porcelain insulator, secondary electrode, ground electrode, and have students draw arrows to the correct location of that part of the plug.

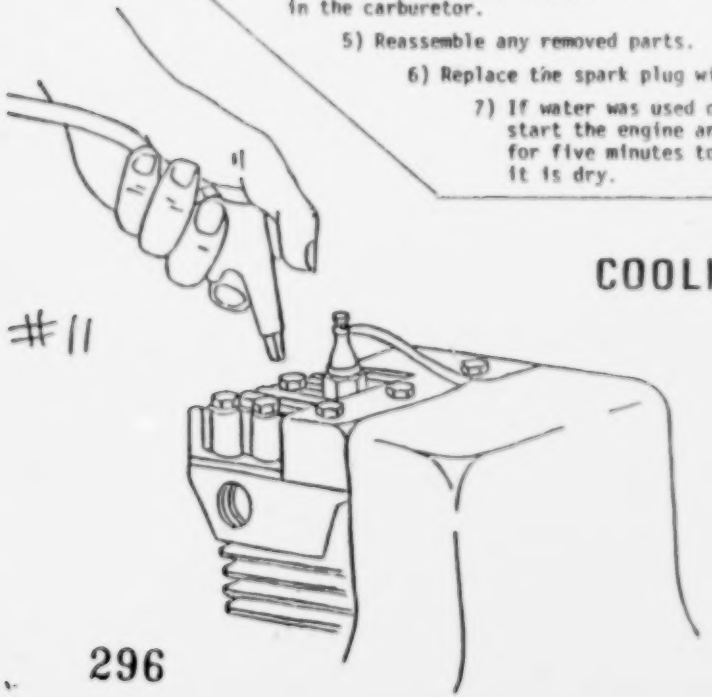
H-16 (p. 19)

COOLING SYSTEM SERVICE: Heat from the small engine is removed by air circulated over the engine. Air is drawn in through the screen in the engine/flywheel cover. The spinning flywheel throws the air outward and the engine/flywheel cover directs it across the engine.

It is important that the air intake screen and the fins on the engine be kept clean. If dirt and grass build up over these areas, the air flow is restricted. Blockage of any of the air passages will cause "hot spots" in the engine which will cause damage to the inside of the engine.,

PROCEDURE: COOLING SYSTEM SERVICE - Illustration #11

1) Remove the spark plug wire.
2) Every 25 hours use a stiff brush and remove accumulated grass and dirt from exposed screen and fin area.
3) Using compressed air or water (engine must be cool if water is used) blow or wash the screen and fins.
4) Every 100 hours or yearly, remove the engine/flywheel cover and clean (with air or water and brush) all exposed fins. Use caution, avoid getting dirt or water in the carburetor.
5) Reassemble any removed parts.
6) Replace the spark plug wire.
7) If water was used on the engine, start the engine and let it run for five minutes to assure that it is dry.



#11

COOLING SYSTEM

296

ACTIVITIES
FOR COOLING SYSTEM

A. Demonstrate how to clean the screen, air, and fins on a small engine.

Make a copy of Illustration #11 to pass out to the class. Explain the four main areas of the cooling system maintenance

B. Make up a short answer or true/false test on the main points covered, re: the cooling system.

E.g., T-F - Most small motors have a water cooling system.

T-F - One way to clean the cooling system is to blast the hot motor with a hose.

297

SERVICING THE ROTARY LAWN MOWER BLADE: The most common blade type (and the only one that can be serviced at home) is the rotary blade. The rotary blade spins underneath the lawnmower housing cutting grass or weeds that get in its way. The blade acts much like an airplane propeller as it pulls air into it. The pulling of the air lifts the grass so that it can be cut. The pulling of the air also lifts rocks, dirt and other debris which eventually dulls the cutting edge of the blade. A dull blade not only does a poor job of cutting the grass but also causes the engine to wear out faster as it makes the engine work harder to do the same job. Part of keeping the engine and mower in good repair is to keep the blade sharpened whenever it begins to feel dull.

PROCEDURE: BLADE SHARPENING -

1) Remove the spark plug.
2) Turn the mower on its side with the cylinder head or carburetor facing up.
3) Clean all bolts that hold the blade with a stiff brush.
4) Place the pipe wrench on the shaft that the blade is attached to.
5) Remove the bolts that hold blade in position.
6) As the blade and all retaining hardware come off, place them on a piece of paper drawing around each piece and numbering them in the order in which they were removed. Also, scratch an "X" in the blade on the side that faces toward the engine.
7) Clean the blade with a stiff brush removing all grass and debris. Inspect and replace with a new one if heavily damaged.
8) If the blade is not too chipped, hold the blade down tight against a bench, (use a vise or "C" clamp if available) "X" side up and one end of the blade protruding over the edge.
9) File the blade at the same angle that it was originally sharpened. Sharpen only on the "X" marked side.
10) When all damaged areas are filed, turn the blade around and repeat sharpening until the blade is totally done.
11) Place a thin layer of grease on all attaching parts including the bolts.

PROCEDURE: BLADE SHARPENING, continued -

12) Replace the blade, placing all pieces on, in the opposite order in which they were removed.
13) Double check to make sure that all blade hardware is on right and that it is tight.
14) Replace the spark plug wire.
15) Start the engine. If the engine vibrates excessively, (compare to before sharpening) the blade is out of balance and should either be replaced or taken to a shop for balancing.

ACTIVITIES
FOR SERVICING THE ROTARY LAWNMOWER BLADE

H-16 (p. 21)

A. Note to the group that this is a very critical part of the unit and something that all people who cut lawns should know something about. Copy the pages (38 & 39) and go through these pages slowly with the group.

Ask orally, "Why do you remove the spark plug before sharpening the blade?"

"Why do you not turn the motor upside down to take the blade off?"

B. Pay particular attention to #6. Demonstrate or have a student remove the blade, following the instructions in #6, by labeling parts on a piece of paper.

C. Have each member of the class handle the blade, bolts, washers, etc., and have them put the blade and parts back together in the correct sequence.

D. Have each student try to sharpen the blade with a file. Show the proper technique for holding a file and demonstrate the correct angle of the file.

E. Try to obtain a film of rotary lawnmower use and safety to show during this part of Unit 4.

ACTIVITIES
FOR WHEEL MAINTENANCE

A. This activity will be necessary for teacher demonstration with as much student involvement as is practical.

At this point in the unit it would be advisable to call on students to review key aspects of maintenance. For example, the teacher can ask one student to demonstrate spark plug removal and cleaner - another student to remove a wheel and clean - another to check the air filter and so on. The teacher would be observing the appropriate use of tools, e.g., Does the student use the correct tool for the job?

B. The teacher can put together a written activity as follows:

Hold up a spark plug and have the students write down what it is.

Ask what weight oil to put in a motor and have the student write down the answer.

Hold up a wrench and ask the students to write down the correct name. E.g., cresent versus box end.

WHEEL MAINTENANCE: Lawnmowers and other small engine powered equipment with wheels are generally run in fairly dirty and dusty areas. This dirt and dust gets inside the wheel axle area and causes the wheel bearings to wear out. Worn wheels cause the wheel to wiggle back and forth, they won't stear straight, and they sometimes will be lower on the side with the most ware. Wheels must be maintained the same as the rest of the parts if we are to get maximum life from the equipment.

PROCEDURE: WHEEL MAINTENANCE - (Twice a season unless there are very dirty conditions, then more often.)

1) Wipe the dirt from the wheel area.
2) Wash the wheel area with a hose.
3) Remove the wheels.
4) Thoroughly wash the inside of the wheel areas with warm soapy water.
5) Dry the bearing area with a cloth or air pressure. Bearings must be dry!
6) Grease all bearing surfaces then pour oil into them.
7) Replace the wheels attempting to keep any dirt out while in the process.
8) Spin the wheels making sure that they turn freely.
9) If the wheels turn freely your finished, if not, loosen retension nut slightly until wheels are free.

SUMMARY: Maintenance is a major part of working with any small engine powered equipment. If we maintain our equipment according to the information listed, we can expect at least a 50% increase in engine and equipment life, in addition to saving both time and money that would otherwise be spent on repairs. Though maintenance requires time and effort, the time spent more than pays for itself and should be a part of any operators knowledge.

The successful operation of a small gas engine depends on the care given it. A few precautions taken before storing the engine can prevent several problems which can occur during storage. The small engine that starts with the first few pulls of the rope in the spring has received the correct off-season storage care and proper servicing.

PROCEDURE: SMALL ENGINE STORAGE - Illustration #12

1) Remove the fuel from the tank.
2) Start the engine to use all fuel in the carburetor and line.
3) When the engine starts to sputter, operate the choke lever which will help drain the carburetor.
4) Remove the carburetor bowl, clean thoroughly and replace.
5) Remove the spark plug and insert a teaspoon of SAE 30 oil in the cylinder. Crank the engine several times to distribute the oil. Stop the engine with the piston at the top of the stroke.
6) Replace the plug, but leave the plug wire disconnected.
7) Clean the outside of the engine, including cooling fins on cylinder and head.
8) Service the air cleaner.
9) Drain the crankcase oil from the engine. Do not replace until servicing in the spring, unless there is the chance for an unauthorized person to add fuel and start the engine before the normal spring servicing.
10) All exposed, unpainted metal parts should be coated with grease or heavy oil.
11) Store inside a building. If not possible, cover for protection from rain and snow.
12) If the engine needs major work, take the engine to your local serviceman during the off-season.

SUMMARY: Many problems can be avoided with small engines if they are properly stored. Valves stick open, cylinders rust, corrosion forms, carburetors become plugged, just to mention a few problems that occur with improper storage. A properly stored engine will be easy to start and will perform to our satisfaction if we take the time to perform the above mentioned steps.

ACTIVITIES
FOR SMALL ENGINE STORAGE

A. Copy pages 43-44 for student distribution. Go over engine storage as outlined on page 44.

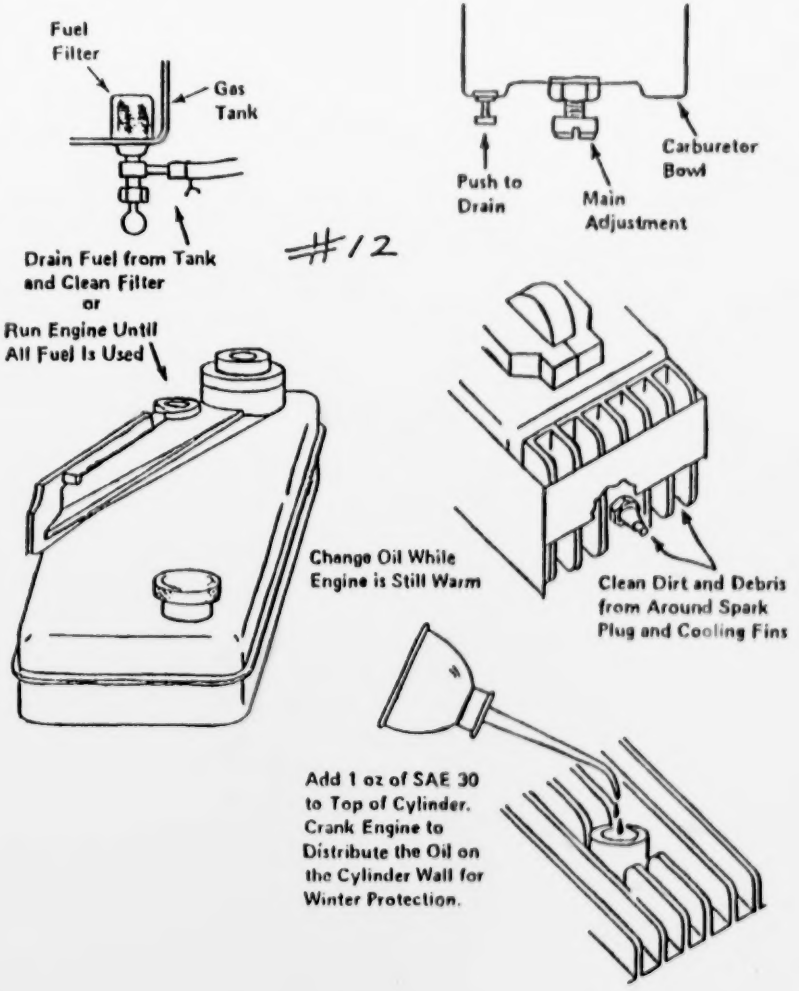
Ask the students to pick out the six to eight most important things to do for engine storage and list them on the board. Ask the students to copy these down from their handouts.

B. Make up a short (10 point) activity on engine storage using questions as below:

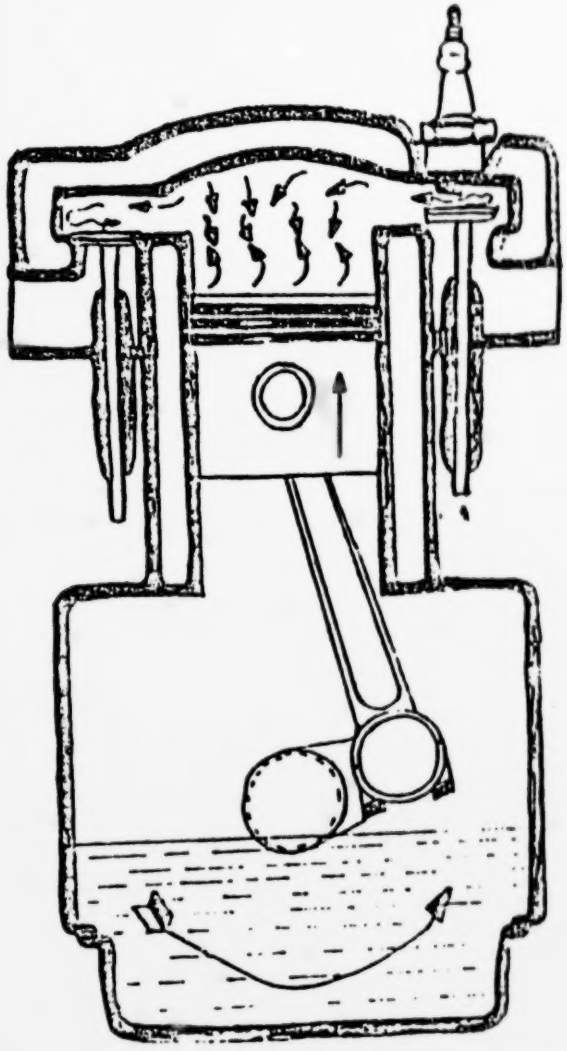
1) Why must all gas be out of the motor for storage?

2) Why is it necessary to put oil on the cylinder after removing the plug?

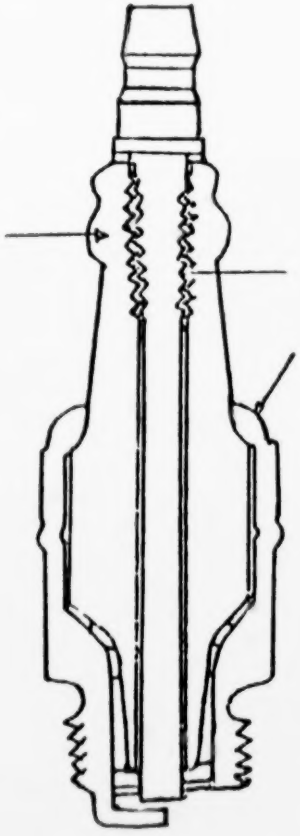
SMALL GAS ENGINE STORAGE

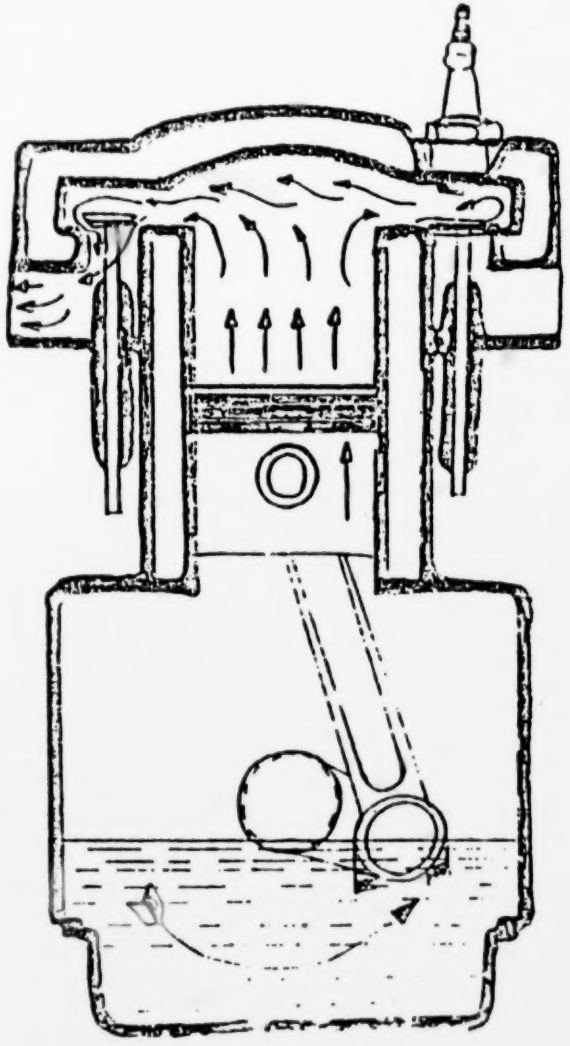

Fuel Filter
Gas Tank
Drain Fuel from Tank and Clean Filter or Run Engine Until All Fuel Is Used
#12
Push to Drain
Main Adjustment
Carburetor Bowl
Change Oil While Engine is Still Warm
Clean Dirt and Debris from Around Spark Plug and Cooling Fins
Add 1 oz of SAE 30 to Top of Cylinder. Crank Engine to Distribute the Oil on the Cylinder Wall for Winter Protection.

H-16 (p. 24)

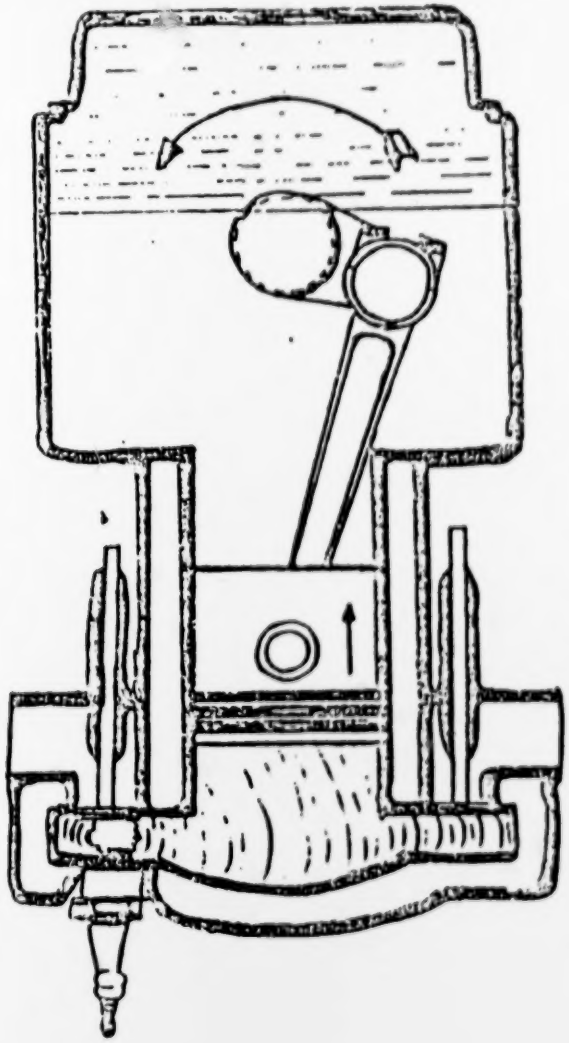


306

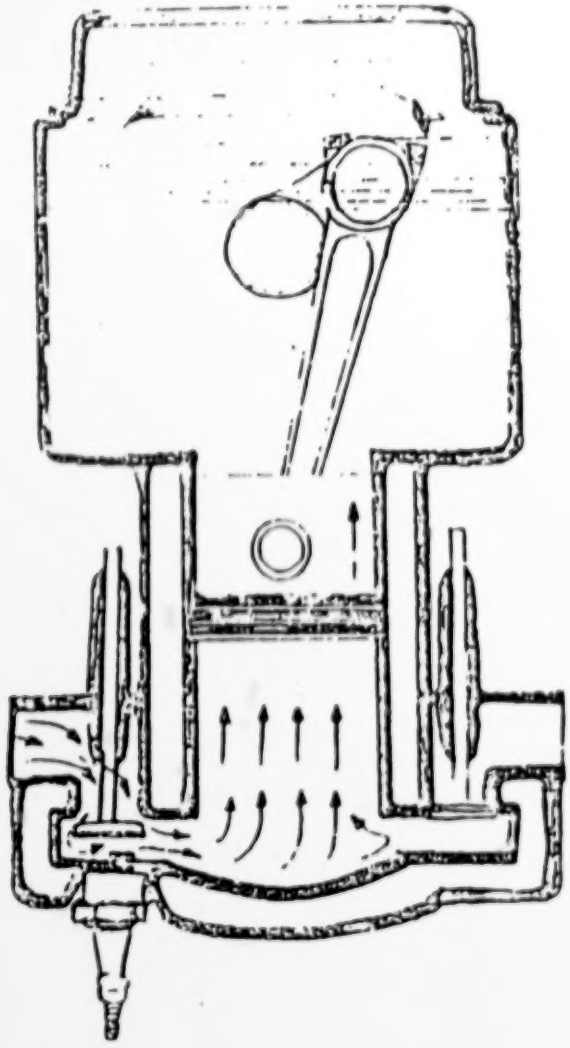




307



308



309

H-17 (p. 1)

SAMPLE UNIT

PRE-VOCATIONAL TRAINING UNIT
WELDING

BY: Paul Warren
Olympia High School

PRE-VOCATIONAL TRAINING UNIT

WELDING

I. INTRODUCTION

A. VOCATIONAL TRAINING UNIT (Welding)

B. JOB OR PROGRAM ANALYSIS ON WHICH TRAINING UNIT IS BASED.

1.	Class Title:	Welding 1 & 2
2.	Date Analysis Done:	March 17, 1980
3.	Teacher Interviewed:	Tim Carlson
4.	Specific Course Requirements:	Shop Card, $5.00 coveralls or shop coat

C. POSSIBILITIES FOR PARTIAL CLASS PARTICIPATION

All skills presented in this Vocational Training Unit may be used occupationally by a student without taking the entire course.

D. PURPOSE FOR USE OF TRAINING UNIT

The purpose of this training unit is to prepare the potential welding class student with skills that will enhance his/her ability to be successful in a welding class.

E. TRAINING UNIT DESCRIPTION

The training unit deals with the training of the potential welding class student in the areas of general safety rules, welding parts identification, metal shapes identification and bilateral hand activities.

II. ADMINISTRATION

A. SUPPLIES & EQUIPMENT

All supplies and equipment are contained in the Vocational Training Kit.

B. STUDENT ORIENTATION

1) Students using this Vocational Training Unit will be preparing to enter a high school welding shop class. High school welding shop classes generally focus on the teaching of general safety rules and practices used in the welding industry, gas welding and arc welding. Student projects are required in high school welding classes and these projects may range from building a customized body for a car to making a plant stand.

2) Training in a high school welding shop class may lead to varied possibilities of employment in private industry. Among these possibilities are: working in an automobile production and working in the construction industry. (A visit to any industry employing welders would be appropriate.)

3) Students should visit the high school welding shop class prior to the actual start of this Vocational Training Unit.

VOCATIONAL TRAINING UNIT
(WELDING)

IDENTIFYING METAL SHAPES

B. STUDENT ORIENTATION

1) Students using this Vocational Training Unit will be preparing to enter a high school welding shop class. High school welding shop classes generally focus on the teaching of general safety rules and practices used in the welding industry, gas welding and arc welding. Student projects are required in high school welding classes and these projects may range from building a customized body for a car to making a plant stand.

2) Training in a high school welding shop class may lead to varied possibilities of employment in private industry. Among these possibilities are: working in an automobile production and working in the construction industry. (A visit to any industry employing welders would be appropriate.)

3) Students should visit the high school welding shop class prior to the actual start of this Vocational Training Unit.

C. METAL SHAPES IDENTIFICATION

1. "_____(student), for this section of the unit on welding you are going to identify the different metal shapes you will be working with in the actual welding class."

--Show student commercial display of metals
--Give student metal shapes word list

2. "Here is a word list of all the metal shapes that you are going to be familiar with before taking a welding class. The numbers on your word list match the numbers beside the picture of the metals on the metal display. Let's read these words and match them with the pictures of the metal."

3. "For some of the pictures of the metals we have the actual metal for you to see."

--Show student box of metals

4. "Would you take a piece of metal from the box and match it with it's picture. What is the metal called? You may use your word list if you are not sure what it's name is. Let's do the same for all of the metals in the box."

--Work with student through all metals to identify by name, etc.

5. "You are going to be working on these metals until you can identify them by name by just looking at them. You will be taking tests to help me identify the metals that you are having difficulty with so that we can work on them."

--Give student the flashcards with the metal shapes name on them.

6. MATCHING TEST

"Would you please take the cards and match them with the picture they are describing. Put them on top of the picture and tell me when you are finished."

--Use checklist for matching test to score the student pass/fail for all metal shapes. Give student immediate feedback.

7. VERBAL IDENTIFICATION TEST

"For your final test I would like you to say the name of the metal shape as I point to it's picture. What is the name of this shape?" etc., etc.

--Do this until student has attempted to identify all parts.

--Person administering test may choose to have student identify either picture or actual metal.

--Use checklist for verbal identification test to score student for all metals.

--Steps two through seven may be repeated until mastery is reached.

VOCATIONAL TRAINING UNIT (Welding)

Metal Shapes Word List

1. angle iron
2. channel iron
3. plate iron
4. strap iron
5. I-Beam
6. H-Beam

H-17 (p. 5)

METAL SHAPES IDENTIFICATION CHECKLIST
(verbal)

Student: _____ Criteria = 6

Date: _____

Metal Shapes	Student Response	Pass	Fail	Comments
1. angle iron				
2. channel iron				
3. plate iron				
4. strap iron				
5. I-Beam				
6. H-Beam				

METAL SHAPES IDENTIFICATION CHECKLIST
(matching)

Student: _____ Criteria = 6

Date: _____

Metal Shapes	Student Response	Pass	Fail	Comments
1. angle iron				
2. channel iron				
3. plate iron				
4. strap iron				
5. I-Beam				
6. H-Beam				

VOCATIONAL TRAINING UNIT
(WELDING)

H-17 (p. 6)

C. WELDING PARTS IDENTIFICATION

1. _____ (student), for this section of the unit on welding you are going to learn to identify the pieces of equipment which you will be using in the welding class by their name."

--Show student picture board of welding parts
--Give student welding parts word list

2. "Here is a word list of all the parts and pieces of equipment which you are going to be familiar with before taking a welding class. The words on your paper are numbered and these numbers match the numbers beside the pictures on the picture board. Let's read the words and match them with the pictures."

--Work with student through the list matching words with pictures and discuss them, their uses, etc.

3. "For some of the pictures of the welding parts we have the actual part for you to see. This will help you to learn them even faster."

--Show student box of welding parts

4. "Would you take a part from the box and match the part with the picture of it? What is the part called? You may use your word list if you are not sure what it is. Let's do the same for all of the parts in the box."

--Work with student through all the parts in the parts box to identify by name, discuss uses, etc.

5. "You are going to be working on these welding parts until you can identify them by name by just looking at them. You will be taking tests to help me identify the parts that you are having difficulty with so that we can work on them."

6. MATCHING TEST

"Would you please take the cards and match them with the picture they are describing? Put them on top of the picture and tell me when you are finished."

--Use checklist for matching test to score the student pass/fail for all parts. Give student immediate feedback.

7. VERBAL IDENTIFICATION TEST

"For your final test I would like you to say the name of the part as I point to it. What is the name of this part? etc.

--Do this until student has attempted to identify all parts

--Person administrating test may choose to have student identify either pictures or the actual part

--Use checklist for verbal identification test to score the student for all parts

--Steps 2-7 may be repeated until mastery is reached

WELDING PARTS I.D. CHECKLIST
(Matching)

Name: _____ Date: _____

Part Name	Pass	Fail	Comments
1. Soap Stone			
2. Open end wrenches			
3. Welding gloves			
4. Strikers			
5. Files			
6. Tank gauges			
7. Welding rods			
8. Torch tips			
9. Screwdrivers			
10. Shop coat (overalls)			
11. Tin snips			
12. Hammers			
13. Safety goggles			
14. Acetylene hoses			
15. Hacksaw			

322

WELDING PARTS I.D. CHECKLIST H-17 (p. 7)
(Verbal)

Name: _____ Date: _____

Part Name	Pass	Fail	Comments
1. Soap Stone			
2. Open end wrenches			
3. Welding gloves			
4. Strikers			
5. Files			
6. Tank gauges			
7. Welding rods			
8. Torch tips			
9. Screwdrivers			
10. Shop coat (overalls)			
11. Tin snips			
12. Hammers			
13. Safety goggles			
14. Acetylene hoses			
15. Hacksaw			

323

VOCATIONAL TRAINING UNIT

C. SAFETY RULES (WELDING) H-17 (p. 8)

1. "_____ (student), to begin the unit on welding we are going to work on the general safety rules of the welding shop. It is extremely important for you to be aware of and understand the importance of these safety rules. Knowing the safety rules and following them will make welding a safer and more enjoyable class for you."

--Give student a written copy of the safety rules

2. "Let's begin by reading all the rules."

--Have student read rules aloud
--Show student the safety rule picture display
--Give student magic marker

3. "Using the pictures to help you, I would like you to match the number of the rule to the picture it is describing. Start with rule #1, find the picture that this rule is talking about and write a #1 under the picture. Now match the rest of the rules with the pictures."

--After student has finished, work through all the rules with their respective pictures with the student. Look for understanding of rules, the reason for having each particular rule. Correct any mistakes with the student.

--Show student the cassette tape which explains in detail the safety rules.

4. "Here is a tape which will help you better understand and learn the rules. When you listen to the tape, bring your copy of the rules with you so that you can follow along with the tape. You may do this now."

5. "You are going to have a test on the safety rules. For this test I am going to say the number of a safety rule and I would like you to find the rule on your copy of the rules and explain to me what the rule means. Find rule #4 on your sheet and explain it to me."

--Do this until student has explained all rules

--Use the check-off sheet (Pass/Fail) for this test

--Give student immediate feedback after test, identify rules missed by the student

--Step #'s 2, 3, and 4 should be repeated as needed or until mastery is reached

SAFETY RULES CHECKLIST

H-17 (p. 9)

Name: _____ Criteria = 14

Date:			Date:			Date:			Date:			Date:		
Rule #	Pass	Fail	Rule #	Pass	Fail	Rule #	Pass	Fail	Rule #	Pass	Fail	Rule #	Pass	Fail
1			1			1			1			1		
2			2			2			2			2		
3			3			3			3			3		
4			4			4			4			4		
5			5			5			5			5		
6			6			6			6			6		
7			7			7			7			7		
8			8			8			8			8		
9			9			9			9			9		
10			10			10			10			10		
11			11			11			11			11		
12			12			12			12			12		
13			13			13			13			13		
14			14			14			14			14		

326

VOCATIONAL TRAINING UNIT
(Welding)

GENERAL SAFETY RULES FOR INDUSTRIAL ARTS

1. Always wear eye protective devices.
2. Wear no loose clothing.
3. Keep the table clear of tools and materials.
4. Keep the floor around the machine clear of shavings, scraps, tools and materials.
5. Only the operator should be in the safety zone.
6. The operator should turn the machine on and off.
7. Be sure the machine is turned off when you leave it.
8. Keep the guard in place unless the operation cannot be performed with it in place.
9. Keep your mind and attention on the operation. Do not talk or look around.
10. Stop the machine for making major adjustments.
11. Do not distract persons who are operating machines.
12. Do not crowd around the machine when set-ups are being made.
13. Approach every machine with the assumption that it is running.
14. Long hair must be tied back.

327

C. MEASUREMENT CONVERSION

1. "_____ (Student), for this section of the unit on welding you are going to learn to read a measurement conversion chart. This is going to help you very much in the welding class because many times you will be asked to drill holes with a drill and drill bits. Sometimes the drill bits will be marked in fractions of inches and also may be marked with a decimal. Learning to use a conversion chart will enable you to find the correct drill bit regardless of how it is marked."

--Show student measurement conversion chart

2. "This is the chart you will be learning to use. As you can see it shows two types of numbers, fractions and decimals. Let's look over this chart and read some of the numbers."

--Work with student reading both fractions and their eqivalent decimals

--Student must be able to read fraction correctly

--Student may read decimals (.687) as six-hundred-eighty-seven thousandths or point 687.

3. "As you can see, as an example, the fraction 1/16 = .062 when written as a decimal. What does 3/32 = as a decimal? How about 11/16?"

--Do this until firm, then have student reverse the procedure

--Give student measurement conversion worksheet #1

4. "Now I'm going to have you do this on your own. Using your measurement conversion chart I would like you to write the equivalent decimal for these fractions: Let's do the first one together."

--Have student complete worksheet independently

--Check and give student immediate feedback

--Give student measurement conversion worksheet #2

5. "Now you're going to write the equivalent fraction for these decimals. We'll do the first few problems together and you'll do the rest on your own."

--Check and give student immediate feedback

--Give student several drill bits

6. "As you can see these drill bits are marked in fractions. What would be the equivalent decimal for the 1/8" drill bit? Yes, the equivalent decimal is .125. What is the equivalent decimal for this drill bit? etc. . . etc. . ."

--Work through drill bits with student

7. "We are now going to test you to see how well you can do without help. I will say either a decimal or a fraction. I would like you to use your conversion chart to tell me the correct equivalent decimal or fraction.

--Procede through entire test

--Give student immediate feedback

--Give student written test

8. "Now I would like you to complete this written test for me. It is similar to the worksheets you have already completed. You may use your conversion chart to help you. Let me know when you are finished.

--Score test and have student correct mistakes

--Give student immediate feedback

--Steps two through eight may be repeated until mastery is reached

--Additional worksheets and written test may be developed as necessary

NAME: _____ DATE: _____

MEASUREMENT CONVERSION
Fractions to Decimals

WORKSHEET #1

Change each fraction to its equivalent decimal.
Example:

$\frac{13}{16} = .812$

1) $\frac{9}{32} =$.

2) $\frac{1}{4} =$.

3) $\frac{29}{32} =$.

4) $\frac{17}{32} =$.

5) $\frac{5}{16} =$.

6) $\frac{7}{32} =$.

7) $\frac{31}{32} =$.

8) $\frac{5}{8} =$.

9) $\frac{11}{32} =$.

10) $\frac{1}{8} =$.

11) $\frac{11}{16} =$.

12) $\frac{3}{8} =$.

13) $\frac{3}{16} =$.

14) $\frac{15}{16} =$.

15) $\frac{17}{16} =$.

NAME: _____ DATE: _____

MEASUREMENT CONVERSION
Decimals to Fractions

WORKSHEET #2

Change each decimal to its equivalent fraction.
Example:

$.812 = \frac{13}{16}$

1) .968 =

2) .062 =

3) .937 =

4) .093 =

5) .532 =

6) .406 =

7) .343 =

8) .375 =

9) .75 =

10) .781 =

11) .187 =

12) .875 =

13) .312 =

14) .125 =

15) .281 =

NAME: _____ DATE: _____

MEASUREMENT CONVERSION

Verbal Test

Criteria = 10

	Response	Comments
1) .875		
2) $\frac{7}{8}$		
3) $\frac{31}{32}$		
4) $\frac{15}{32}$		
5) .50		
6) .656		
7) $\frac{25}{32}$		
8) $\frac{19}{32}$		
9) .843		
10) .437		

Name: _____ Date: _____

MEASUREMENT CONVERSION

Written Test - Criteria = 15

WRITE THE EQUIVALENT FOR THE FRACTIONS & DECIMALS

1) $\frac{13}{32}$

2) $\frac{3}{8}$

3) .937

4) $\frac{23}{32}$

5) .968

6) .312

7) .437

8) .187

9) $\frac{7}{8}$

10) $\frac{25}{32}$

11) $\frac{3}{4}$

12) .156

13) $\frac{9}{16}$

14) .406

15) .687

CONVERSION CHART

$\frac{1}{16}$ = .062	$\frac{17}{32}$ = .531
$\frac{3}{32}$ = .093	$\frac{9}{16}$ = .562
$\frac{1}{8}$ = .125	$\frac{19}{32}$ = .593
$\frac{5}{32}$ = .156	$\frac{5}{8}$ = .625
$\frac{3}{16}$ = .187	$\frac{21}{32}$ = .656
$\frac{7}{32}$ = .218	$\frac{11}{16}$ = .687
$\frac{1}{4}$ = .25	$\frac{23}{32}$ = .718
$\frac{9}{32}$ = .281	$\frac{3}{4}$ = .75
$\frac{5}{16}$ = .312	$\frac{25}{32}$ = .781
$\frac{11}{32}$ = .343	$\frac{13}{16}$ = .812
$\frac{3}{8}$ = .375	$\frac{27}{32}$ = .843
$\frac{13}{32}$ = .406	$\frac{7}{8}$ = .875
$\frac{7}{16}$ = .437	$\frac{29}{32}$ = .906
$\frac{15}{32}$ = .463	$\frac{15}{16}$ = .937
$\frac{1}{2}$ = .50	$\frac{31}{32}$ = .968

VOCATIONAL TRAINING UNIT
(Welding) H-17 (p. 13)

C. Bilateral Hand Skills

1. "_____ (student), for this section of the unit on welding you are going to be working on using both hands to put bolts and nuts together using various tools."

--Show student tool use box

2. "This box is called a tool use box. There are holes in the sides of the box and an opening in the front. You also see nuts and bolts and wrenches. I will take a bolt and nut using the wrench, I will assemble this unit and bolt in the hole on the side of the box."

--Teacher models procedure
--Give student nut, bolt and wrench

3. "Now I would like you to do the same thing using another hole. Continue to do this until you have assembled all of the nuts and bolts."

--Help student as needed
--This activity should continue until student is firm

4. "Now that you know what you are supposed to do with the tool use box, I'm going to see how long it takes you to assemble all of the nuts and bolts. When I say "go" you may start working."

--This activity is assigned to give student practice in working with both hands. The bolts must be secured firmly.

--Allowable time span for this activity will vary with individual student. Teacher discretion for mastery.

--Use checksheet to record time.

--Steps two through four may be repeated as necessary.

--Activities requiring a higher level of manipulative skills may be added to further strengthen bilateral hand skills.

H-18 (p. 1)

COMMERCIALLY AVAILABLE

WORK SAMPLES

Selected Work Evaluation Systems **Table 6.6**

System	Developer	Description	Training	Cost*
IEVS Work Samples	Vocational Research Institute 1624 Locust St. Philadelphia, Pa. 19103 (215) 893-5900	Provides 28 work samples for special-needs populations. Administered over 5–7 day period. Normative data on over 1100 individuals. Simultaneous assessment of 15 persons possible with standard hardware. Supplemental hardware available.	Required and included, along with follow-up consultation, in cost of system. Training available in Philadelphia, Atlanta, and on West Coast.	$7,975
VIEWS (Vocational Information and Evaluation Samples)	Same as above	Provides 16 work samples designed and normed for persons with mental retardation. Incorporates individualized training to a level of competency before assessment of performance. An	Training and consultation included in cost of system. (In use throughout U.S., Canada, Japan, Mexico, and Israel.) Training available in Philadelphia, Atlanta, and on West Coast.	$7,675

*Cost as of July 1, 1980

Brolin, D. E., Vocational Preparation of Persons with Handicaps, Columbus: Merrill, 1982.

Continued **Table 6.6**

System	Developer	Description	Training	Cost
		ter, 12 persons at a time.		
Talent Assessment Programs (TAP)	Talent Assessment, Inc. P.O. Box 5087 Jacksonville, Fla. 32207	Provides 10 tests of perception and dexterity to measure gross and fine manual dexterity; visual and tactile discrimination; retention of details. Ages above 14 and all mental levels except "trainable." Measures attributes common to hundreds of work areas—not specific jobs. Can be administered in 2½ hours. Profile Sheet gives Talent Quotient. Norms provided.	Training required and available at the purchaser's site—1½ days	$3,300
Singer Vocational Evaluation	Singer Education Division/Career Systems 80 Commerce Dr. Rochester, N.Y.	Series of over 20 job samples for handicapped, disadvantaged, nonhandicapped. Each sample fitted into a carrel (work station) utilizing an audiovisual approach complete with specific equipment, tools, and supplies for completing a series of work tasks. Assesses full range of person's abilities, aptitudes, interests, and tolerances for specific job areas related to *D.O.T.* and OE career clusters.	Recommended but not required.	$1,190 and up for each work station.
MICRO-TOWER	MICRO-TOWER Institutional Services, ICD Rehabilitation and Research Center	Provides 13 work samples for educable retarded through normal range, adolescents	Not required but available at ICD (Institute for Crippled and Disabled) or at purchaser's	$7,223 (tests 2 people) to $17,303 (for 30 people).

H-18 (p. 2)

Table 6.6 *Continued*

System	Developer	Description	Training	Cost
		industrial time standard (MODAPTS) provided for each work sample to compare client productivity with average practiced worker. Supplemental hardware available.		
VITAS (Vocational Interest, Temperament and Aptitude System)	Same as above.	Provides 21 work samples for disadvantaged persons, taking 2½ days to administer. Assessment of 10 clients per week possible with standard hardware, up to 30 with supplementary hardware.	Training included in cost, available in Philadelphia, Atlanta, and on West Coast.	$8,190
McCarron-Dial Evaluation System (MDS)	McCarron-Dial System P.O. Box 45628 Dallas, Tex. 75245 (214) 247-5945	Consists of eight separate instruments that assess five neuropsychological factors: verbal-cognitive, sensory, motor, emotional, and integration-coping (adaptive behavior). Provides predictive information re work potential and suggests rehabilitation strategies for disabilities related to central nervous system damage.	Training of 3 days required at Dallas and selected sites.	$945 (Forms packaged in quantities of 50 and may be ordered separately)
Hester Evaluation System (HES)	Evaluation Systems, Inc. P.O. Box 10741 Chicago, Ill. 60610	Computer-based method of assessing vocational potential. Consists of 20–27 tests measuring abilities in various fields. Print-out of job titles from *D.O.T.* furnished. Takes 5 hours to adminis-		(Cost not provided.) Scoring and printout packages available for: $22.50—1 copy $1000—50 at a time $1750—100 at a time

C/SET MODULE: _____ DATE: _____

TRAINER: _____

Please answer the following questions as honestly as you can. Your responses will be used for the following purposes:

1. To assist trainers in evaluating training effectiveness.
2. To assist in planning future training sessions.
3. To assist in revising C/SET training modules.

General Questions (Check One)

1. Was your attendance at the session(s):

___ a. by your own initiative to gain information on the topical areas?

___ b. by your own initiative as respite from the classroom?

___ c. a requirement you felt good about?

___ d. a requirement you would rather not have had?

Comment (Optional): _____

2. Training session(s) were:

___ a. held at a convenient time and day of the week.

___ b. held at a convenient time but not a convenient day of the week.

___ c. held at a poor time but on an appropriate day of the week.

___ d. neither convenient as to time or day of the week.

Comment (Optional)_____

Suggestions for better time and/or day (optional): _____

3. How appropriate was the length of the training session(s)?

___ much too long
___ somewhat long
___ just right
___ somewhat short
___ much too short

Comment (Optional): _____

Specific Questions (Check One)

1. What is your overall reaction to the information presented in the session(s):

___ I see little or no application
___ I might apply it, but first I need more information
___ I might apply it, but first I need more in-situation feedback and support
___ I will apply it; it could result in an increased effectiveness
___ I have applied it and have found it useful
___ I have applied it and have found it to be ineffective

Comment (Optional): _____

2. The information presented was:

___ new and exciting
___ the same old stuff with a different bend
___ nothing new

Comment (Optional): _____

3. The presentor was:

___ knowledgeable and interesting
___ knowledgeable yet boring
___ unsure about the content, yet interesting
___ unsure about the content and boring

Comment: _____

4. Media used in the session(s) was:

____ very effective
____ adequate
____ poor

Comment: _____

_____

Please send completed evaluations to:

C. Michael Nelson, Ed.D.
Department of Special Education
University of Kentucky
Lexington, KY 40506

5. What was the most important learning that resulted from the session(s)?

6. What was disappointing about the session(s)? What did you need or expect to learn that you didn't?

7. What will you do differently in your classes as a result of the training session(s)?

8. Other comments or suggestions: